Building Hope

Appropriate Programming for Adolescent and Young Adult Newcomers of War-Affected Backgrounds and Manitoba Schools

A Preliminary Report
for Consultation and Discussion

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Executive Summary

Findings

Background and Introduction

This report summarizes a study, which was launched in 2003-2004 and flows directly from the K-S4 English as a Second Language Program Review (ESL Program Review) undertaken by Manitoba Education Citizenship and Youth. The ESL Program review helped to draw attention to the specific needs of adolescent and young adult refugee learners with ESL learning needs who have come from war-affected backgrounds and have experienced significant interruptions in their schooling.

In an attempt to gather meaningful information from the field and to promote informed dialogue on the educational needs and promising programs for such learners, Manitoba Education Citizenship and Youth launched a study in the fall of 2003 that included a survey of the grade 7-senior 4 (grade 12) schools, a review of the literature and collection of information on trends, and promising practices in other jurisdictions. This report summarizes the survey findings and discusses their implication for the Department and schools by drawing on the literature and information about promising practices in other jurisdictions. The report is intended to share information, promote discussion and facilitate dialogue on how educational programming and opportunities for success for these learners may be enhanced. The results are intended to guide the process of improving and supporting effective programming and establishing alternative approaches where required.

Building Hope

There is evidence from the survey, the literature, and experiences in other jurisdictions that a lack of appropriate and specialized programming for adolescent and young adult learners with EAL/ESL needs and from war-affected and interrupted schooling backgrounds exacerbates the socio-emotional and learning challenges that such learners experience in our school system. This lack of programming often leads to *"falling out"* of our school system and limits the long term educational and life opportunities of these learners. The stress and frustration that such learners experience because of inappropriate programming tends to accentuate the challenges they face in integrating into a new society and educational system, thereby contributing to the development of a sense of hopelessness.

To *"build hope"* for these learners and their families it is critical that schools address their needs more effectively by developing specialized programming and interventions. Experiences in Manitoba and in other jurisdictions suggest that intensive integrated ESL, literacy, and academic preparation together with career and socio-emotional supports can be effective. The literature suggests that *"newcomer"* programs (United States), *"bridging"* programs (Australia), English Language Development, and literacy programs (Canada), and transitional programs and high school-adult programs (Canada) can be quite effective.

Summary of Findings

- **The number of adolescent and young adult learners with ESL needs and refugee/war-affected experiences and interrupted schooling in our schools and community is growing and will continue to grow.** Immigration data, provincial immigration projections, and the results of the survey of 7-S4 schools all indicate that these learns are a significant component of school-aged immigration to Manitoba and that their numbers will continue to grow over the next several years.

- **Increasingly, these learners are coming from difficult situations where multiple incidents of trauma may have been experienced and have resided for extended periods in refugee camps with extremely poor supports.** This suggests that learners may experience greater difficulties adjusting to and integrating in a new culture and may appear to "slow" down in their capacity to learn a new language and develop academic concepts and skills.

- **Research from Alberta, other parts of Canada[1] suggest that beginning ESL learners who enter the school system at the junior high and high school level are likely to "fall out" or "drop out" of school.** Research suggests that the drop out rate for ESL learners entering at the beginning level of English language learning in senior years may be as low as 60% or as high as 95 %.[2]

- **In many provinces, students face many challenges related to graduation requirements due to lack of flexibility, compulsory course requirements, and limitation on ESL course credits that may be used to meet graduation requirements.** It can be argued and should be recognized that the existence of "ESL" designated courses and the Special Language Credit option means that newcomer and international students in Manitoba have much greater flexibility in meeting graduation requirements and are therefore less likely to fall out, drop out or be pushed out. However, the survey results suggested that there is significant attrition at the Senior 3 and 4 levels, and there is anecdotal evidence from ESL teachers and the site interviews that suggests that many learners do in fact fall out, drop out or are pushed out.

- **There is a clear need for improving current programming and supports.** Schools in Manitoba have a relatively negative perception of how well they are meeting the needs of the learners. The survey indicated that 53.8% of the responding schools rated their current programming supports as being "weak" or "somewhat weak." Another 26.0% of schools reported current programming supports as "adequate" at best. This suggests that 80.7% of schools feel that significant improvements should be made in terms of the programming supports made available to these students.

- **Schools understand and recognize the need for more specialized supports.** Four of the most frequently reported challenges were the need for more resources for specialized schools supports (59.6%), the need for more intense support (51.9%), the lack of available expertise (50.0%), and the duration of support needed (50.0%). These results clearly point to the need for more specialized and intensive programming for these students.

  The most frequently reported programming supports in need of enhancement were, in order of priority, literacy development, extended and intensified ESL programming and addressing significant academic gaps. (Students need to develop the essential numeracy, science, and other mandatory subject area knowledge and skills that were unaddressed because of either lack of access to formal education or significant interruptions to the student's schooling). In addition, schools reported that students often came from disadvantaged socio-economic situations. Further, socio-emotional needs were reported as significant by 64.3% of respondents.

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[1] *Roessingh, H. (1999). Adjunct support for high school ESL learners in mainstream classes; Ensuring success. TESL Canada Journal, 17, 73-86 and*

Roessingh, H., & Field, D. (2000). Time, timing, timetabling: Critical elements of successful graduation of high school ESL learners. TESL Canada Journal, 18, 17-31

[2] *Educational Experiences of ESL Students: Unraveling the Role of English Language Proficiency by David L. E. Watt, Hetty Roessingh, and Lynn Bosetti, The University of Calgary*

- **Current programming and educational supports are inappropriate and not well matched with learner needs.** Currently, a mismatch exists between the programming supports these learners require and the programming actually available. The vast majority of schools reported classroom integration with TA support as being their primary vehicle for delivering support to these learners, followed by classroom integration with resource teacher support and classroom integration without any additional supports. Only 42.9% of the schools reported offering ESL specialist support, 28.6% reported offering socio-emotional and/or cross-cultural counseling, and 26.2% offered career or academic counseling. While 88.1% of the schools reported literacy as being the most significant challenge, only 14.6% of the schools reported having a literacy teacher or clinician support available for students. This indicates a significant disparity between the reported needs of these learners and the available programming to meet those needs. Schools also reported relatively low numbers of summer school opportunities, alternative programs, or special before and after school programs being offered to this population.

- **Both schools with small and large refugee/war-affected populations recognize the need for specialized supports.** The most significant issues for schools with small populations are the lack of resources for, and limited availability of, specialized supports. Not surprisingly then, 52.5% of these schools reported having a lack of appropriate programming. This may be one of the explanations why schools with smaller refugee populations reported more behavioural and discipline issues than do schools with larger refugee populations. On the other hand, the small population of refugee/war-affected learners in the school made it much more feasible for teachers and schools to "rally" around the learner and attempt to provide more individualized support.

  Schools with larger refugee populations tend to be more acutely aware of the significant educational needs these students present, **but** this does not mean that these schools believe that they are better able to meet the needs of these learners. While they are more likely to have some form of ESL programming and/or specialist support, they recognize the limitations of the support provided in comparison to the needs of the students. Schools with large refugee populations appear to be overwhelmed by the extensiveness of the support required. A full 72.7% of these schools reported that the duration of support needed was a significant challenge.

- **Early identification and program planning is critical.** Only 24.5 % of the schools surveyed reported having a formal assessment process or protocol. It is important that schools identify these learners as soon as possible so that appropriate planning and intervention can occur.

  Adolescent learners of refugee and war-affected backgrounds are more likely to experience mental health and socio-emotional Issues in comparison to other immigrants. Learners from refugee/war-affected backgrounds have often experienced trauma before flight, during flight, and after arrival in Canada. Increasingly, there is evidence that the effects of war can be significant and, if untreated, can severely affect the socio-emotional well-being of learners and thereby reduce their capacity to learn. In addition, learners may experience significant challenges in adapting to the classroom because of culture shock and racism. Combined with the challenges they may face if they have limited prior exposure to English and significant literacy needs and academic gaps due to limited or interrupted learning, learners may become overwhelmed and quickly lose hope. Lawrence Hrubes, of the Canadian Centre for Victims of Torture, indicates that one of the documented indicators of Post-Traumatic Stress Disorder (PTSD) among torture survivors is a sense of a foreshortened future, and failure in the classroom simply adds to the sense that one is incapable of creating a meaningful future[3]

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3 Hrubes, Lawrence, Canadian Centre for Victims of Torture, 2001, "First Person Singular: Survivors of Torture, Self-Esteem and Language Acquisition", Association of Teachers of English as a Second Language of Ontario, Volume 27, No.2, Spring Special Issue 2001

Common symptoms of learners suffering from the affects of war, culture shock and the stress of learning a new language are[4]:

1. Frustration, aggression and anger
2. Risky behaviors: illegal drug use, reckless driving, risky sexual behaviors, etc.
3. Disturbing thoughts and images
4. Depression

- **We need to recognize that in spite of the challenges and limitations of current programming and supports, many teachers and schools often demonstrate compassion for these learners and individual teachers and communities often dedicate significant time and effort in helping these learners and their families.** However, such support likely results from individual initiative rather than from a well-planned systemic response, and therefore is often tenuous, inequitably distributed, and inconsistently available to learners across the province.

- **Increased attention, creativity, and resources need to be focused on these learners and on developing more appropriate programming at the school, divisional, and provincial level.** Several of the initiatives announced in the K-S4 ESL Action Plan in May 2005, will help to address some of the needs of schools, such as **developing** an appropriate reception, assessment and monitoring protocol and guidelines, the development of ESL curriculum and standards/benchmarks, senior years department-developed ESL courses, and projected enhancements in ESL funding and the extension of the number of years learners may be eligible for support.

  However, schools need to consider the needs of students and develop more appropriate programs and interventions. It is important that the Department, school divisions, and partner organizations, parents and settlement groups work to identify, develop, and implement appropriate programs. Dialogue and collaboration will be critical if we are to build hope for these students and families.

  There is a need to share information on promising practices and models within Manitoba and in other jurisdictions to stimulate positive developments and build capacity.

  School divisions should consider "clustering" students and explore inter-divisional cooperation to provide specialized intensive programs such as "bridging" or "newcomer" programs.

  An "innovation" grant specifically focused on learners of refugee origins with interrupted schooling and ESL learning needs would assist schools in addressing the issue and stimulate development of specialized programming.

- **Better pathways and transition opportunities are required that will articulate well with adult education programs, training opportunities, and post-secondary institutions.** Learners who enter the school system in the senior years at beginning levels of ESL development and with interrupted schooling will likely not meet graduation requirements nor develop sufficient language and academic skills to be successful before they are "pushed out" of the K-S4 educational system. Therefore, it is important that better pathways and transition programs be developed between the K-S4 and the adult learning and post-secondary educational system. While Manitoba has policies and programs that facilitate transition for many learners, more specialized programs are required for ESL/newcomer learners in general, but specifically for those with interrupted schooling and ESL learning needs.

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[4] Adapted from Working with Refugee and Immigrant Children www.lirs.org/what/children/manual.htm

Promising Practices: Innovations and Current Programming Trends in Other Jurisdictions

- **Research on Refugee Youth and Children:** Dr. Lori Wilkinson[5] in a paper entitled *Lessons Learned: An Evaluation of Northern Alberta's Experience with Kosovar Refugees*, a study prepared for Citizenship and Immigration Canada in 2001, summarized some important findings from the literature concerning their integration and educational experiences.

  - **The Special needs of learners of refugee origins.** In recognition that over 50% of immigrants of refugee origins are under 25 years of age at arrival, she states:

    > *It is important to recognize the unique integration experiences of refugee children and youth. Adolescent and child refugees are of particular interest, especially in the research on the psychological consequences of witnessing war and conflict. As Bell (2000) points out, the experiences of refugee children are different from those of immigrant children. For example, as many as 70% of refugee children from Angola have witnessed a murder, almost half of the children in Sarajevo had been shot at during the Bosnian war, and children from nations worldwide have participated directly in wars serving as child soldiers (Raymond and Raymond, 2000). For these reasons, the integration experiences of refugee youth should be considered separately from other immigrant youth. (page 8)*

  - **Adolescent and young adult learners of refugee origins are more likely to experience difficulties integrating**. She found that there is not much research on the labour market, educational, health, and social outcomes of young refugees who have immigrated to Canada and continued to live in Canada as adults. However, there is evidence that adolescent t and young adult refugees are more likely to experience difficulties in integrating into the new society, but their aspirations are similar to Canadian –born learners. She state:

    > *Boyd and Grieco (1998) have found that immigrant and refugee children who arrived in Canada before the age of ten, called the 1.5 generation, are more successful in the labour market, education, and other aspects of social integration than those arriving during their teen years. They explain that children spending a large part of their formative years in Canada have different integration experiences. For instance, younger children may have fewer problems integrating than older siblings since they are introduced to the new culture and/or new language at a younger age and have a longer duration to adjust to their new society and culture before becoming adults. Results from a recent study of refugee youth in Alberta reveal that the majority of refugee youth feel reasonably integrated into Canadian society and that their occupational aspirations are no different from Canadian-born youth (Wilkinson, 2001)."*

  - **Difficulties with assessment and placement of learners and the need for better monitoring protocols and practices.** Wilkinson provides a summary of practices concerning the assessment and placement of learners of refugee origins:
    Kaprelian-Churchill (1996) examines the process of placing refugee youth into appropriate grade levels in elementary and secondary school upon their arrival to Canada. She finds that in 1994, 9% of the children attending school in the Toronto Public School system were former refugees. The process of selecting a grade appropriate for immigrant and refugee students differs, depending on their age at arrival. At the elementary school level, immigrant and refugee children are usually placed in age-appropriate grades, while at the high school level, tests of English or French language ability and math skills generally determine grade placement. The problem is that many of the placement tests come too early, with the youth

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[5] LESSONS LEARNED: AN EVALUAT ION OF NORTHERN ALBERTA'S EXPERIENCE WITH KOSOVAR REFUGEES A Study Prepared for Citizenship and Immigration Canada, Volume 3, Prairie Centre of Excellence for Research on Immigration and Integration and Population Research Laboratory, May 31, 2001

not having enough time to learn English before being "placed" in a grade. Furthermore, there are few provisions for follow-up evaluations to ensure that the initial grade placement was appropriate. Culturally biased testing methods are also a problem, but one that has gained notice by school administrators. What is most troubling is that the initial grade placement for refugees is usually permanent as there is little monitoring or re-evaluation once the placement has been made. Wilkinson (2001) finds that this phenomenon is most devastating to youth arriving in Canada on or after their 15th birthday. Over 50% of refugee youth aged 15 to 18 on arrival were placed in grades that were below what they should be for their age. Furthermore, when asked if they felt their grade placement adequately represented their prior learning, over 20% felt they had been placed in grades that were too low or too easy for them, and only 10% felt that the grade placement was too high or too difficult (Wilkinson, 2001).

- **High drop-out rates and limitations in opportunities for post-secondary education.** As stated earlier, Wilkinson found evidence of significant attrition rates among learners of refugee backgrounds with ESL needs.

  Kaprelian-Churchill (1996) finds that the school experiences of many refugee youth can be unpleasant, and consequently many are dropping out of school or are enrolled in classes, which do not lead to post-secondary training. In North York, for example, about 43% of Latin American refugee students were enrolled in basic level classes that do not lead to post-secondary education, 51% were enrolled in general classes leading to vocational training, and only 6% were in advanced level courses leading to university education. This has implications for future career and socioeconomic status of these youth. Even more disturbing was the 50% dropout rate, which is 20% higher than the average for other youth in Canada. Her findings, which are consistent with Watt and Roessingh (1994, 1996), show that 76% of students who were enrolled in ESL while in high school fail to graduate. This has a disproportionate effect on refugee youth as less than 30% have any knowledge of English prior to their arrival in Canada (Citizenship and Immigration Canada 1994, 1997, 2000).

  Wilkinson (2001) found that the drop-out rate for refugee students is contingent on a number of factors; in her study, in which approximately half of the refugee youth were from the former Yugoslavia, the drop-out rate was about 20%. Rousseau, Drapeau and Corin (1996) examine the effect of experiencing trauma on the subsequent academic success of refugee students in Canada. Interestingly, they find an association between witnessing or experiencing physical violence in a refugee situation and poor academic achievement when in Canada

- **Within the last decade, many jurisdictions have recognized that more specialized programming may be required and have or are introducing more specialized programming.** The last decade has seen the emergence of a number of programs developed to deal with the needs of learners with ESL needs and from war-affected and interrupted schooling backgrounds. These have ranged from "English Literacy Development" programs in Ontario, to "newcomer" programs in the United States and "bridging programs in Australia. Some jurisdictions have also created ESL centres at specific schools to provide more intensive and specialized supports. In Canada, some school divisions have developed transitional programs to assist students in transitioning from the K-S4 system to the adult learning system.

- **Newcomer programs**[6]: An increasing number of secondary school age immigrant students possessing low-level English skills and often limited formal schooling has prompted many school districts in the U. S. to establish newcomer programs, at either the school site or a separate center. Although school divisions/districts may define them in different ways, these programs typically provide students with specialized educational supports for a limited period of time (most for less than 2 years) before enrolling them in their home schools. While goals also vary across sites, most programs seek to provide students with a strong foundation in English language development and acculturation to U.S. schools, as well some subject area knowledge.

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[6] For more information see the Center for applied Linguistics web guide and research summary Newcomers: Language and Academic Programs for Recent Immigrants at Newcomers: Language and Academic Programs for Recent Immigrants (http://www.cal.org/crede/newcomer.htm)

- ***English Literacy Development (ELD)*:** The Ontario document: "English As a Second Language and English Literacy Development: The Ontario Curriculum, Grades 9 to 12 (1999)"[7], describes *ELD courses* as follows:

  > *ELD courses provide an accelerated program of literacy development for students who have significant gaps in their education. These courses are for students of all language backgrounds who have recently arrived from countries where access to education may have been very limited. Some may have had few opportunities to develop literacy skills in any language, yet have sufficient knowledge of oral English to benefit from literacy instruction in English.*

  Generally, ESL learners who are preliterate or have limited literacy skills will participate in a combination of ESL and ELD courses. Generally, ELD programming tends to be offered in the form of intensive short-term courses rather than as a separate program, which is more commonly the case with the *Newcomer* programs described earlier.

- **Bridging/transitional programs**[8]: In Australia, specialized English schools or centres at both the primary and secondary levels have been established in urban areas to provide newcomer learners with ESL instruction and specialized programming to address needs related to and interrupted learning experiences. English language schools are stand-alone schools and cater for both primary and secondary students up to the equivalent of Year 10 (Senior 2). Alternatively, English language centres are attached to mainstream primary and secondary schools. The majority of newcomer students attend an English language school or centre for two terms (six months).

  Small classes and the high number of contact hours enable ESL qualified teachers to deliver an intensive English language program tailored to the differing needs of students, helping them to adapt as quickly as possible to the Australian education system and society. ESL is taught through the content areas of the key (mandatory subjects) learning areas.

  While many of these students have spent up to one year in a 'new arrivals program' in an English language school or centre (ESL/C), they often exit the program at a level significantly below their peers who have had continuous schooling. As a result, they face significant challenges in continuing their education in a new and unfamiliar environment when they leave the English language school or centre and enroll in a mainstream secondary school. As a result, some schools have established transition or bridging programs to assist these students.

  Bridging programs are specific programs developed by a school or a cluster of schools to support students in need of intensive literacy instruction to facilitate their transition from intensive new arrival courses into mainstream schools. The aims of the programs are to:

  - develop students' literacy skills in English
  - develop concepts and skills appropriate to year levels
  - manage student integration into mainstream school programs
  - support students in developing appropriate study skills or 'learning-how-to-learn' skills
  - monitor and address the welfare and settlement needs of students who may have significant health and well-being issues associated with trauma and years spent in a war zone or refugee camp
  - assist students to decide on appropriate educational and vocational pathways

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[7] *See English As a Second Language and English Literacy Development _> Ministry of Education (http://www.edu.gov.on.ca/eng/document/curricul/secondary/esl/eslful.html#eslprog)*

[8] *see Meeting the needs of secondary ESL learners with disrupted schooling – Planning bridging programs, Victoria Department of Education and Training, August 2004 accessed on September 13, 2005 **http://www.sofweb.vic.edu.au/lem/esl/docs/Planning%20bridging%20progs.doc***

Both full-time and part-time *Bridging* programs are offered in schools. Commonly, in the State of Victoria, a full-time program provides at least twenty hours of instruction in a class of at least 15 students. Part-time programs combine intensive small group instruction with mainstream classes and possible supplementary ESL classes.

Other program supports, which may supplement the basic program, may include:

- small group or one-to-one literacy sessions for students at beginning levels of literacy and ESL development
- provision for an ESL teacher to team teach or support teach in a mainstream class in which there are sufficient numbers of students with low literacy ability.
- parallel mainstream classes of limited literacy and ESL students where there are significant numbers of these students at one or more year levels.

Transitional programs are also beginning to emerge in some school divisions/districts in Canada. For example, the Calgary Catholic School Board offers such a program for ESL learners in high school. However, transitional programs are often intended to help students transition out of the k-S4/12 school system.

Building Hope

A Report on the 2004 School Survey On Adolescent and Young Adult Refugee Learners with War-Affected / Disrupted Schooling Backgrounds

Focusing on the learning needs of learners from refugee backgrounds

One of the current priorities for Manitoba Education, Citizenship, and Youth is to respond to the linguistic and cultural diversity of all learners in our schools. To this end, Manitoba Education, Citizenship, and Youth undertook a full review of English as a Second Language (ESL) programming during the 2001/02 school year. Survey results and the final Review Report can be found on the Manitoba Education, Citizenship, and Youth website at: http://www.edu.gov.mb.ca/ks4/cur/diversity/esl/index.html

The Review provided important information on the current state of ESL programming in the province and confirmed that adolescent and young adult students from refugee, war-affected, and disrupted schooling backgrounds are particularly vulnerable because they are likely to face significant challenges that often limit their opportunities for educational success and improved life chances. To this end, the Review recommended a number of collaborative strategies with partner organizations (Manitoba Labour and Immigration, settlement agencies, school divisions, and schools) to strengthen programming and supports for these students. One strategy is this present study, which was designed to obtain information on the numbers of refugee learners currently in our schools, to develop a better understanding of their experiences and the programming supports available, and to explore the possibilities for enhancing programming effectiveness.

This report presents a summary of data obtained through provincial immigration statistics, questionnaires, and site interviews. This summary is intended to provide an impression of the strengths and challenges of current programming and supports available to adolescent and young adult students from refugee, war-affected, and disrupted schooling backgrounds. The results are intended to guide the process of improving and supporting effective programming and establishing alternative approaches where required.

The summary of data obtained through provincial immigration statistics, questionnaires, and site interviews and additional research provides provide an impression of the strengths and challenges of current programming and supports available to adolescent and young adult students from refugee, war-affected, and disrupted schooling backgrounds and explores possibilities for providing appropriate programming.

Survey Description and Process:

For this survey, two parallel questionnaires were developed; one for school principals, and the other for directors of Adult Learning Centres and Adult Literacy Programs. All schools (public, independent, and band-operated)[9] with grades 7 to Senior 4 were sent questionnaires. Likewise, questionnaires were sent to every Adult Learning Centre and Adult Literacy Program in the province. The questionnaire sought answers to a series of questions about adolescent and young adult students of refugee origins, and the kinds of programming supports schools and adult programs currently have in place. It also asked about successes and challenges in meeting the needs of these students, and what additional programming should or could be implemented.

The questionnaires were developed by a team of departmental employees and consultants and were distributed by mail in the spring of 2004. The overall response rate to the survey was 52.8%, details of which can be found in Appendix 1 at the end of this report. Responses were received until mid-July and data was compiled and analyzed through the services of an external consultant. All data was entered into a database and statistics were generated using the SPSS (version 11) statistical software package.
It is important to point out that Manitoba schools are currently not required to screen students for refugee backgrounds or disrupted schooling experiences. There is great variation in the initial assessment and identification process, similar to the variation in the identification of ESL learners noted in the ESL

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[9] *Provincial support for independent schools does not include a categorical grant for ESL learners, nor are these schools required to screen or monitor ESL learners. Band-operated schools receive no provincial funding support for ESL learners.*

Review. Some school divisions utilize a division-wide reception protocol that screens for such characteristics. Other divisions, however, may have only an informal screening process that results in minimal details regarding student backgrounds. As a result, refugee learners may be "invisible" in some schools, unless they present observable learning needs such as the need for ESL programming and support.

Given the variation of screening methods currently used in Manitoba schools, it is important to note that the figures presented in this report are often based on administrators' perceptions rather than upon empirical and precise figures. That said, the results provide important information that clearly indicate the present needs and challenges of schools that have adolescent and young adult students from refugee, war-affected, and disrupted schooling backgrounds.

Immigration: Terms and Background Information

Immigration continues to be a significant feature of Manitoba's growth and the variation of pathways through which immigrants arrive is often confusing for those with limited experience in this area. Refugee immigration constitutes one aspect of overall immigration to Manitoba so it is best understood in comparison to other forms of immigration.

Economic Class immigration currently constitutes the largest portion of overall immigration to Manitoba. This class is made up of those immigrants who have actively sought to settle in Canada including skilled workers, business immigrants, and live-in caregivers. It also includes provincial nominees, who are immigration applicants selected on the basis of criteria reflecting local labour market conditions and ties to the province.

Family Class immigration is made up of close relatives sponsored by family members who are Canadian citizens or permanent residents already established in Canada. Along with welcoming communities and early settlement support, the connection with close family and friends is the strongest contributing factor to the successful integration of immigrants. Family reunification is a key aspect of Manitoba's immigration strategy.

Both Economic Class and Family Class immigrants have usually made a decision to leave their home country in search of better life opportunities or to reunify with other family members already in Manitoba. They usually have time to decide whether they want to immigrate, and can therefore make appropriate plans surrounding their relocation. This often means that children are able to begin preparing for the move to Manitoba well in advance of relocating, and are unlikely to face significant disruptions to their schooling.

Refugee Class immigration is made up of Convention Refugees and others in refugee-like situations who require protection under international law. Government Assisted and Privately Sponsored Refugees, Refugees Landed in Canada, and Dependents Abroad are included in this class. Today, to be recognized as having refugee status under the UN convention, a person must have left his or her own country or be unable to return to it "owing to a well-founded fear of persecution for reason of race, religion, nationality, membership in a particular social group or political opinion" (from the 1951 UN Convention Relating to the Status of Refugees, signed by Canada). A "refugee claimant" is someone who has crossed an international border in search of safety, and wishes to be legally recognized as being a refugee. A refugee claimant must undergo a legal process to determine whether they should be considered a refugee and be given asylum in the receiving country. Having come at their own initiative, they must meet the same criteria as all refugees in order to stay. Manitoba consistently welcomes more than its annual proportional share of refugees through strong settlement services and an active refugee sponsorship community. It is important to note that some immigrants who arrive through Family Class pathways intended to facilitate the reunification of families may actually have faced refugee experiences.

As such, some immigrants may not be identified as convention refugees despite having refugee experiences.

Refugees most often have to leave their homes in a hurry and therefore have little opportunity to prepare for their relocation to a new country. It is often the case that refugees arrive without important papers, money, or personal belongings. Quite often refugees have been separated from their family members and loved ones as a result of the disruption surrounding rapid relocation. Some have experienced war, violence, torture, and other traumatic experiences.

Refugees and Immigrant Students: Similarities and Differences[10]

Immigrants	Refugees
• **Most personal business is taken care of before leaving home country**	• **Personal business is unsettled; must leave in a hurry**
• **Education of children is usually not interrupted**	• **Interrupted education of children – due to waiting time in camps or while leaving home country**
• **Adjustment to new culture may be easier due to choice in relocating**	• **Adjustment to new culture could be very difficult due to traumatic experiences and forced relocation**
• **Sense of loss is not necessarily traumatic**	• **Sense of loss is profound; may include family members as well as personal property**
• **Repatriation is a matter of personal choice**	• **Repatriation is not an option unless the crisis situation has stabilized or ended**

The literature also suggests that families and learners from war-affected and interrupted schooling backgrounds and with ESL needs face many obstacles in adapting successfully integrating to a new culture and educational system. The chart that follows summarizes some of the obstacles that if not overcome **lead to a loss of hope and limited opportunities for success**.

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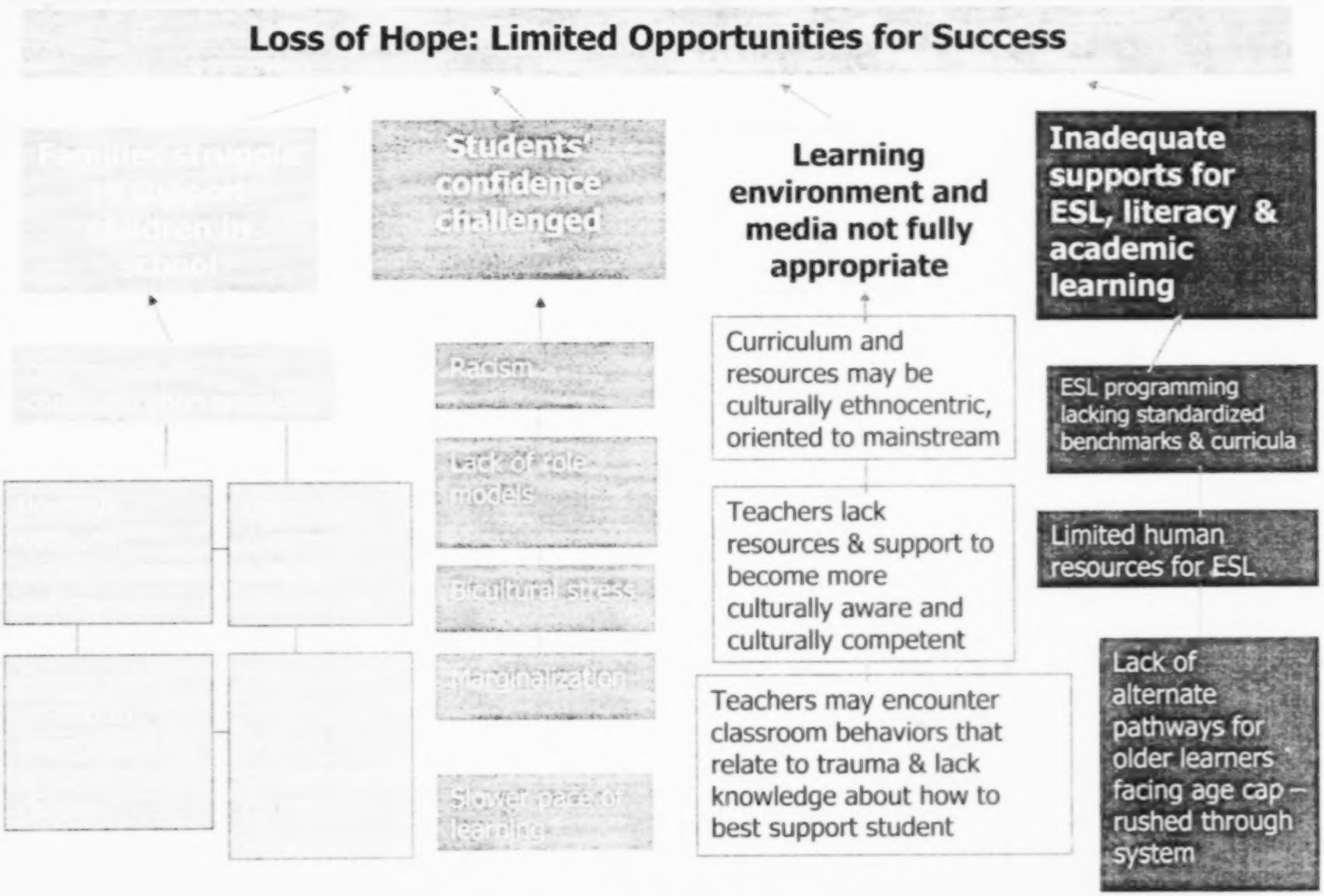
[10] Adapted from: Students Who Are Refugees: A Resource Package for Teachers – Focus on the Kosovar Refugees. (2000). British Columbia Ministry of Education, Special Programs Branch.



Loss of Hope: Limited Opportunities for Success

Families struggle [illegible] children in school

Students' confidence challenged

- Racism
- Lack of role models
- Bicultural stress
- Marginalization
- Slower pace of learning

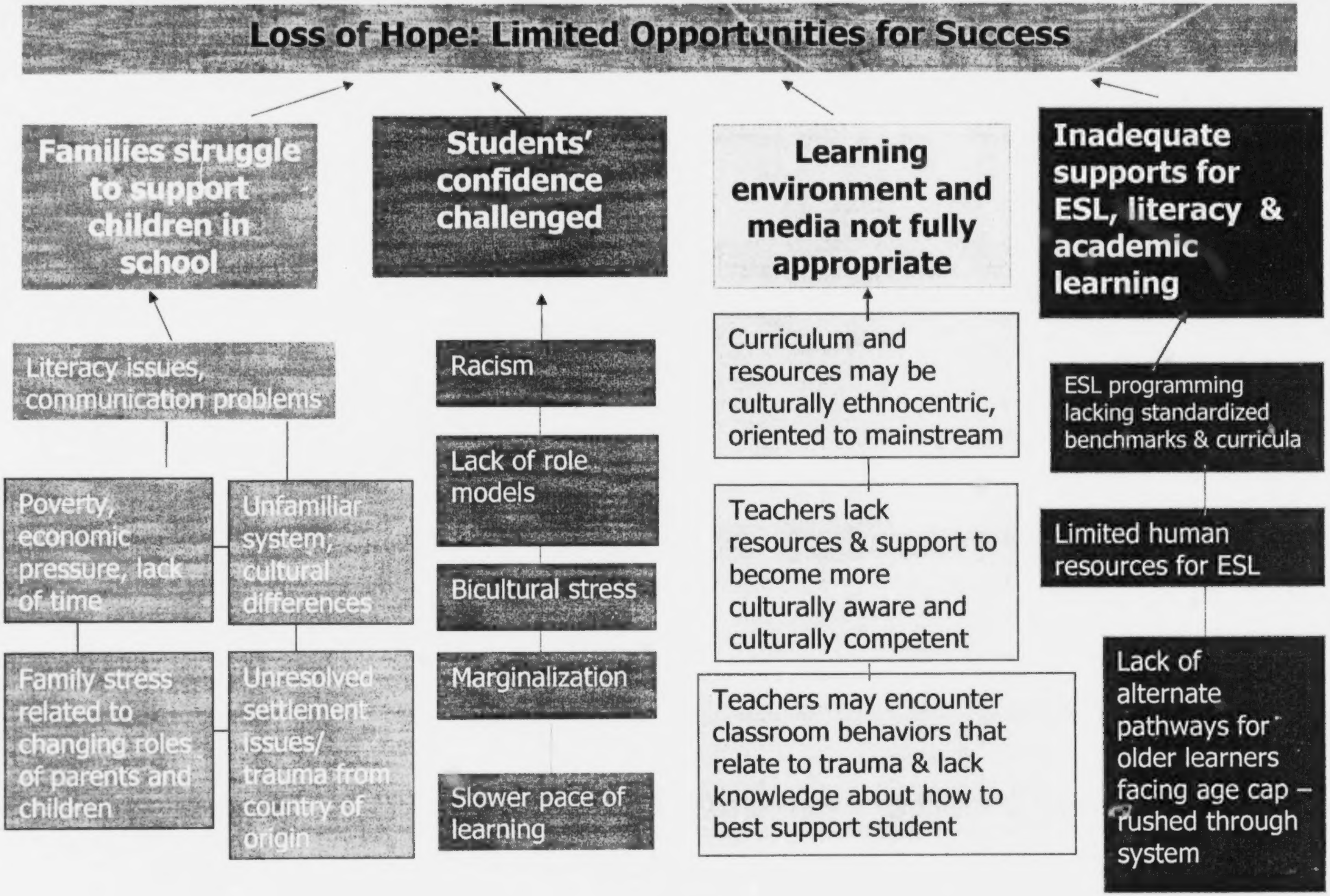
Learning environment and media not fully appropriate

- Curriculum and resources may be culturally ethnocentric, oriented to mainstream
- Teachers lack resources & support to become more culturally aware and culturally competent
- Teachers may encounter classroom behaviors that relate to trauma & lack knowledge about how to best support student

Inadequate supports for ESL, literacy & academic learning

- ESL programming lacking standardized benchmarks & curricula
- Limited human resources for ESL
- Lack of alternate pathways for older learners facing age cap – rushed through system

[illegible]



Loss of Hope: Limited Opportunities for Success

Families struggle to support children in school

Literacy issues, communication problems

Poverty, economic pressure, lack of time

Unfamiliar system; cultural differences

Family stress related to changing roles of parents and children

Unresolved settlement issues/ trauma from country of origin

Students' confidence challenged

Racism

Lack of role models

Bicultural stress

Marginalization

Slower pace of learning

Learning environment and media not fully appropriate

Curriculum and resources may be culturally ethnocentric, oriented to mainstream

Teachers lack resources & support to become more culturally aware and culturally competent

Teachers may encounter classroom behaviors that relate to trauma & lack knowledge about how to best support student

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Lack of alternate pathways for older learners facing age cap – rushed through system

A Window into the Refugee Experience: A Profile of Three Camps

This section will provide background information and insight into the types of experiences that refugee learners and their families may have undergone while in the process of obtaining asylum. Camps can vary greatly in terms of infrastructure, safety, services, and other conditions. However, many of the refugee newcomers today have come from camps with very limited supports, particularly supports for children.

Liberians Find Refuge in Sierra Leone: Tobanda Refugee Camp, Kenema[11]

The Sierra Leone civil war saw some of the worst civilian atrocities in recent memory. The United Nations estimates that 400,000 Sierra Leoneans fled to neighboring countries and approximately 450,000 were internally displaced. Meanwhile, war in Liberia has driven over 50,000 Liberians into Sierra Leone.

Sierra Leone is one of the poorest countries in Africa and the world. Since 1991, it has experienced internal conflict that led to the mass displacement of its population, as well, it has been challenged to provide refuge for displaced persons from other neighbouring countries facing civil war or internal conflicts, including Liberia.

The 1991 to 2002 civil war between the government and the Revolutionary United Front resulted in tens of thousands of deaths and the displacement of more than 2 million people (over two thirds of the population of Sierra Leone), many of whom fled as refugees to neighbouring countries. Hundreds of thousands of people left for Guinea and Liberia, but the majority found refuge in displacement camps in Sierra Leone. At the end of 1995, more than one million people were displaced in camps in Freetown, Makeni, Bo, Kenema, Segbwema and Daru. With the cease-fire and the peace talks initiated in March 1996 by the Sierra Leonean Government and the Revolutionary United Front (RUF), the displaced persons and refugees started coming back to their place of origin. Today, the international community, the UN, and many Non Governmental Organisations (NGOs) are working to rebuild in many areas as some refugees return and those who remain rebuild their lives.

Revolutionary United Front (RUF) rebels and the government Civil Defense Forces (CDFs) in Sierra Leone had a history of recruiting and using child soldiers in the thousands. Refugee children in Guinea, particularly those in camps closer to the border, remain at risk of being forced into the armed forces. In addition, many of the internally displaced citizens were traumatized by the Rebel United Front, which was notorious for amputating limbs, violating women, wholesale killing, burning and looting of villages and using child soldiers.

At the same time, Liberians fled a decade long civil war of their own and sought refuge in Sierra Leone, directly or after leaving Guinea. Continued civil war in Liberia in 2002 pushed over 12,000 new refugees into Sierra Leone during the year. In 2003, Sierra Leone was reported as hosting about 100,000 Liberian refugees primarily in camps located in Bo and Kenema Districts, host communities in border districts and in urban areas, such as Freetown, Kenema and Bo. The camps ranged in size from 5,000 to 9,000 occupants. The largest, Gondama, accommodated nearly 9,000 refugees. Constructed in early 2003 to accommodate new arrivals, Tobanda camp housed nearly 8,000 Liberians.

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[11] Compiled from ICRC - FACT SHEET SIERRA LEONE, from African Studies Centre, University of Pennsylvania, accessed on September 13, 2005 at http://www.africa.upenn.edu/Newsletters/irinw_091197.html, Liberian refugees Feature, UNCIEF New Zealand, Accessed on September 13, 2005 at http://www.unicef.org.nz/school-room/refugees/liberian-refugees-feature.html, , Resume of UNCHR Sierra Leone Programme Activities for 2003, accessed on September 13, 2005 at http://www.daco-sl.org/encyclopedia/4_part/4_2/hcr_program_activities03.pdf, World Refugee Survey 2004 Country Report, U. S. Committee for Refugees and Immigrants, accessed on September 13, 2005 at http://www.refugees.org/countryreports.aspx?area=investigate&subm=19&ssm=29&cid=161, IRC Sierra Leone program Summary, International Rescue Committee Briefing sheets, accessed on September 13, 2005 at http://www.daco-sl.org/encyclopedia/4_part/4_4/irc_program.pdf

The Tobanda refugee camp, one of several established by UNHCR in Sierra Leone, provides refuge for Liberians displaced by war. At the end of 2004, the population of refugees in the camp stood at 7,722. Voluntary repatriation of Liberians, however, started in October 2004 and the UN refugee agency in Sierra Leone hopes to repatriate twelve thousand refugees by the close of 2005. As of December 2004, a very small number of refugees expressed their readiness to return home from Tobanda camp, even though the war has finished and the process of rebuilding the country has started. Many lost everything they owned and they fear that they will not have the strength or the resources to rebuild. Tobanda refugee camp at least offers food, housing, medical care, schooling for the children, sanitation facilities and has a nearby water supply.

Traditionally tense relations between the refugees and local residents improved during 2003. Host communities benefited from UNHCR-implemented projects that included community markets and water and sanitation facilities, but some Sierra Leoneans still regarded the refugee population as a security threat and a competitor for the small amounts of humanitarian aid flowing into the country.

Former Liberian child soldiers or children associated with the fighting forces have been transferred to refugee camps for reintegration in communities. While child ex-combatants in refugee camps have access to primary education, there is a critical need for access to further programmes (e.g. skills training for young people in refugee camps) which would serve demobilisation and rehabilitation objectives. Staff in refugee camps also need expert training in dealing with children associated with the fighting forces.

Unaccompanied or separated refugee children are common in Tobanda. The camp offers family tracing services with the goal of reunifying separated children with family members who may have arrived separately. Temporary care is provided until an alternative care arrangement is made, such as placement in foster care or supervised independent living. Children are placed in school and sick children are referred to medical care. There are a few special programs for at risk refugee youth including recreational activities, school materials and tutoring, peer counseling, health education, and child protection discussions to protect the children from abuse, gender-based violence, and HIV/AIDS.

In response to a study by UNHCR and Save the Children Federation/United Kingdom in February 2002 alleging widespread sexual abuse of refugees in West Africa, humanitarian agencies conducted workshops to educate aid workers about proper codes of conduct during 2003. Relief and development organizations in Sierra Leone formed a committee that, in part, introduced sexual exploitation standards of accountability and community and agency reporting mechanisms, according to UNHCR. The agency hired five additional protection assistants to monitor protection problems encountered by Liberian refugees. Despite an increase in awareness among the refugee population and improved reporting systems, Liberian refugee women and girls continued to suffer from sexual violence. UNHCR provided basic medical and psychological support to victims of rape and other domestic abuse. UNHCR also informed victims of their legal options, but recognized that, "the state legal system remains severely overburdened."

Education is a tool for the protection of young people against exploitation and other abuses. However, primary and junior secondary education is limited in camps. Primary schools remained severely overcrowded. In 2003, newly arrived school-aged refugee children in Tobanda camp, which initially lacked a primary school, attended class in transit center booths. "The [Tobanda education] situation remained far below standard for much of the year," UNHCR acknowledged. In 2003, UNCHR reported that there were around 13,000 Liberian students in Primary and Secondary schools serviced by 275 teachers (a ratio of 47:1).

In 2003, UNHCR and its partners built housing and latrines in Gondama and Tobanda camps before the onset of heavy seasonal rains in July. Camp-based and urban Liberian refugees received full food rations from WFP during 2003. UNICEF is supporting this camp through the Water, Environment and Sanitation programme. In 2003, UNICEF supported a local NGO with the construction of 266 family latrines, 400 family showers, 50 garbage pits, 25 hand pump wells (20 for the camp and 5 for the community), 20 laundry slabs, 1,000 latrine slabs and 8,000 metres of drainage. The programme also caters to the host community of the Tobanda refugee camp and UNICEF provided 5 protected hand dug wells for the locals who live near the camp.

It is hoped that in a couple of years from now the Liberian refugees will be able to return to their home country. When the refugees leave, the villagers around the Tobanda camp will be able to move into this area and use the facilities that already exist.

Kakuma Refugee Camp (Kenya)[12]

Among the most visible victims of human rights abuses are people who face forced migration. The bitter conflict in Sudan has displaced hundreds of thousands of people. Many fled to Kakuma camp located in the Turkana area of Kenya, one of the poorest regions of the country, 95 km south of the Sudanese border. Kakuma was established in 1992 as a haven for the "Lost Boys," a group of approximately 17,000 Sudanese boys who fled fighting in southern Sudan. Kakuma has grown as southern Sudanese continue to flee on-going civil war. The influx followed the Government of Sudan's offensives against a number of key Sudan People's Liberation Army (SPLA) strongholds.

In June 2002 international aid agencies began to move the Somali Bantu from Dadaab in eastern Kenya to the Kakuma refugee camp in the North West, to facilitate their process of resettlement to the USA. Since its founding, Kakuma has grown rapidly and serves a diverse population of refugees. It is home to refugees from nine different nations, though approximately 75 percent are southern Sudanese, 20 percent from Somalia, and the balance from Burundi, the Central African Republic, Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda and Uganda. Kakuma camp has been in existence for 13 years, and many people working with the refugees believe that donor fatigue has set in.

The Kakuma Refugee Camp offers protection and shelter for significant numbers of the "lost boys" of Sudan, those who refused to join the resistance movement. As a result, there are unusually large numbers of young people in Kakuma camp, particularly males in the 8-20 age range. This has led to the creation of primary schools. In September 1998, the US State Department had announced that it would organize the resettlement of 12,000 African refugees to the United States. In this context, it called for special protection for the "lost Sudanese boys." To be eligible for resettlement, the boys have to be unaccompanied minors -- that is orphan boys below the age of 18. When this announcement spread through the war-zone, desperate families began sending their sons to Kakuma so they would be eligible for resettlement. In the summer of 1999, forty-five per cent of the registered refugees in KRC were below the age of 17.

While these "lost Sudanese boys" have received substantial attention from the international community, the refugee girls seems to have been forgotten and there are fewer resources available for them. Young girls, widows, and single mothers tend to be particularly "easy targets" for sexual and gender-based violence. A report on the camp in 2002 reported a very high incidence of rape and sexual abuse of women and girls. Female refugees in Kakuma live with a constant fear of rape, domestic violence, sexual harassment, early and/or forced marriage, dowry-related violence, slavery, child abduction, and female genital mutilation, and many are denied the right to education. The under-reporting of violence against women is often related to language and cultural barriers, lack of information, and the stigmatization connected to sexual and gender-based violence. As a result, the female victims of camp violence tend to remain mute and "invisible."

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[12] Compiled from Life in a Refugee Camp, Church World Service accessed on September 13, 2005 at http://www.churchworldservice.org/betterworld2/lost-boys3.html , Kenya Visual Mission 2003- Kakuma Refugee Camp, by Refugees International, accessed on September 13, 2005 at http://www.refugeesinternational.org/content/photo/detail/2717/ , "Lost Sudanese Boys" Prioritized: Girls Left Behind, by: Åsa Frostfeldt, Human Rights Internet, accessed on September 13, 2005 at http://www.essex.ac.uk/armedcon/story_id/000058.html,, The IRC in Kenya, July 2005, the International Rescue Commission, accessed on September 13, 2005 at http://www.theirc.org/Kenya/index.cfm,, and Field Trip: Kakuma Refugee Camp Kenya, by Eileen Pittaway and Linda Bartolomei, UNSW Centre for Refugee Research and ANCORW, February 2002, Accessed on September 13, 2005 at http://www.crr.unsw.edu.au/documents/Kakuma%20reportShort.pdf

With a population of 86,000 to over 90, 000 refugees, it dwarfs Kakuma town, which has roughly 30,000 residents. Kakuma camp is situated in an extremely remote semi arid area, in the north of Kenya. Temperatures in the day are near to 40 degrees and only drop to the low 30's at night. Kakuma lies in marginal, drought-prone land that can barely support the local population, much less a high concentration of refugees.

The local Turkana population lacks many services. International aid agencies have attempted to make services and aid available to the local host community. Nonetheless, ill feeling came to a head in June 2003 when about a dozen refugees and locals were killed in clashes. Although the sporadic eruption of tensions due to competition over scarce resources with the local community have been contained in recent months, the situation in Kakuma remains volatile and long term stability is far from assured.

Violence and substance abuse in the camp continues to be a significant problem. A large number of Kakuma inhabitants are traumatized male refugees who are now underemployed. The consumption of homemade beer and miraa, a local stimulant, only increases the violence in the camp. Many of these "lost boys" refuse to work in their community or even go to school as they hopefully await resettlement to North America or other destinations. And while violent incidents involving these young men are routinely reported to the NGO social workers, they seem to go unnoticed when the victims are women.

Lack of education limits opportunities for young females to be employed or to be considered for resettlement. A number of cultural and other factors result in females having little or no formal education. The families of many of the girls force them to drop out of school when they reach puberty, at around 14 or 15 years old, as families consider them ready for marriage by that time. Sometimes, the girls are abducted by their relatives and taken back to Sudan for marriage so that their fathers or relatives can get the dowry, which is their main source of income. Many girls also drop out of school because of the heavy workload that is imposed on them at home.

All groups within the camp remain heavily dependent upon the general ration as their main source of calories as there are limited realistic alternative sources of food. Insufficient access to land and very unreliable rainfall mean that, except for a minority who can cultivate vegetables within the camp boundary using waste water from the camp taps, the majority of refugees cannot cultivate any food. Also, hostility from neighbouring Turkana prevents the refugees from keeping livestock and there are no significant local sources of employment. The hostility from locals also prevents attempts to leave the camp area in search of firewood, effectively blocking a source of income and limiting the collection of wild foods.

The Government of Kenya follows a policy of "encampment" for refugees. Refugees must stay either in Kakuma or Dadaab refugee camps and it is illegal for refugees to work outside the camp. According to a survey of refugees in Kakuma, roughly only four to six percent of refugees have access to some sort of income generation. Most refugees who do have income are employed by NGOs and are paid a small "incentive," often less than $10 per month. Some refugees, particularly the Somalis and Ethiopians, have started businesses in the camp--often with the help of relatives in North America or Europe. There are some income generation and vocational training programs in Kakuma, but they are limited. Desperate for training, courses are oversubscribed and hundreds of refugees attempt to register for a course that can accommodate only 50 people. After completing the course, few will find jobs. Most refugees are dependent on the meager assistance that is given them and have no way to supplement it. They are frustrated by this dependence and are desperate to work.

Al Tash Refugee Camp,(Iraq)[13]

The Al Tash refugee camp in Iraq's Anbar governorate, in the country's westernmost province, is commonly known as a site of violence and instability. Al Tash was established 25 years ago to cope with the influx of Iranian Kurds displaced by war as well as those who sought refuge as political refugees. Before the war in Iran, there were 20,000 Iranian Kurds living in Al Tash. During and after the war, more than half left the camp voluntarily to resettle. Kurds in Iran have continued to face violent oppression at the hands of the Iranian regime for both ethnic and religious reasons, as the majority of Kurds are Sunni Muslims living under a Persian and Shi'i regime.

A chronic refugee population in Al Tash continues to exist. Al Tash is in an extremely dangerous location, close to the city of Ramadi, capital of the restive Anbar governorate, which has been a stronghold of terrorist organizations in Iraq. In this dangerous region, the refugees are being dragged into violence that has nothing to do with them. Life at Al Tash has become more difficult directly after the recent conflict and because of aggression from neighboring Iraqis. Looting by both neighboring Iraqis as well as camp residents after the war also contributed to a decline in living conditions at the camp. As of spring 2005, approximately 3,500 refugees still live in Al Tash. This despite persistent danger due to the security situation in the region and inhuman living conditions, limited potable water, virtually no sanitation system, intermittent electricity, and limited access to medical equipment. Non-governmental organizations have been unable to meet their needs due to instability and increasing terrorist attacks on humanitarian relief workers in Iraq.

While security and funding are important issues, camp residents are most concerned with their futures. They demand that they either be repatriated to Iran or allowed to resettle as political refugees in Europe. An official request for the resettlement of these Iranian-Kurds to Iran has been made through UNHCR. However, according to UNHCR officials, Iran has not yet granted this request and seems unlikely to do so. In the last few years, 3,000 refugees have relocated to Kalar, Kifri, and Bareka in the Sulaimaniya governorate, a Kurdish autonomous region in Iraqi Kurdistan. Approximately 1,200 others have sought refuge in Jordan, and approximately 800 are living in the Ruweished refugee camp in Jordan, located some 60 km from west of the Jordan's border with Iraq. Some of these refugees were resettled to third countries after receiving asylum, and some refugees are still struggling and are considered "irregular movers" stranded in Van, Turkey, as they await decisions to be made on their fate

The refugees in Al Tash are without legal papers and have menial jobs, mostly in construction (if they can compete with workers brought in from Fallujah and other places who have agreed to work for very little). Many of their children and now their grandchildren have been born into the life of a refugee, knowing only the living conditions of a refugee camp. They have not received the education or the skills they need to succeed in life and to become self-sufficient and contributing members of society; they have only known a life of struggle for basic necessities that most Canadians often take for granted.

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[13] Adapted from Al Tash refugees hope for freedom, 15 August 2005,
KurdishMedia.com - By Dr Pary Mustafa Karadaghi,, accessed on September 13, 2005 at http://www.kurdmedia.com/reports.asp?id=2715 and The Challenge of Finding Long-term solutions for Refugees in Central Iraq, Refugees International, accessed on September 13, 2005 at http://www.refugeesinternational.org/content/article/detail/893/

Setting the Context: Immigration and Refugee Trends and Patterns[14]

Overview

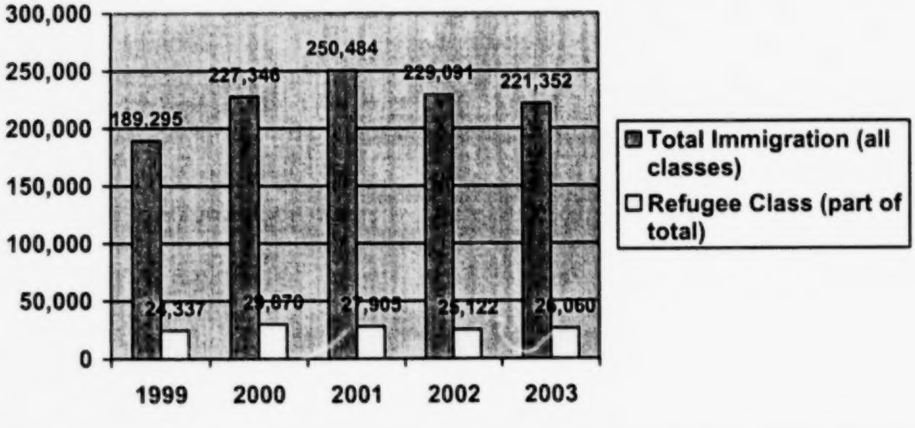
The charts and tables, which follow, indicate that overall immigration to Canada has remained relatively stable over the past five year but the same is not the case for Manitoba. In this province there has been a consistent growth trend in both overall immigration and the number of refugee immigrants as a portion of the overall total. The apparent dip in refugee arrivals in 2002 reflects the temporary suspension of incoming flights to Canada as a result of the "9-11" incident, as well changes to the processing of refugee applications and documentation. A resumption of the trend toward increasing numbers of refugee newcomers is seen in the numbers for 2003 and in the preliminary numbers for 2004. This growth trend is also reflected in immigration projections for 2005 and 2006.

Note that the school-aged population of refugee newcomers (0-24) constitutes approximately half of the total of all incoming refugees to Manitoba. There is also a noteworthy shift over the past 10 years in the source countries of refugees, with European countries providing fewer refugees in recent years, whereas the Middle East and Africa have become major sources in recent times.

The data indicate that the number of ESL learners in Manitoba schools will continue to grow. A similar increase in privately sponsored refugee learners may also be expected[15]. It may also be the case that in a few instances other immigration pathways may be utilized by people with refugee experiences. These possibilities suggest that some learners may not be identified as refugees despite having refugee experiences and arriving from a refugee camp. It is important to keep this in mind in order to focus on the experiences and needs of newcomers rather than upon the legal categories that define the various immigration pathways. Given that refugees coming into Canada today may have faced extensive and repeated instances of trauma, and deprivation of essentials, initial identification is necessary in order to provide appropriate programming to meet the needs that arise from such experiences.

Immigration to Canada has exceeded 220,000 persons since 2000. Refugees are an important component of the total immigration to Canada.[16]

Total Immigration to Canada



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[14] The source of the immigration data is Citizenship and Immigration Canada, and was prepared by Manitoba Labour and Immigration.

[15] A full 18% of all privately sponsored refugees in Canada came to Manitoba in 2003.

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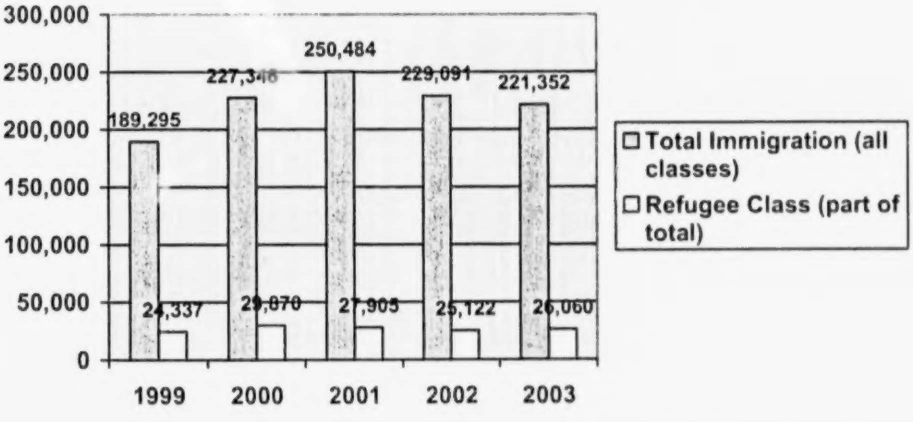

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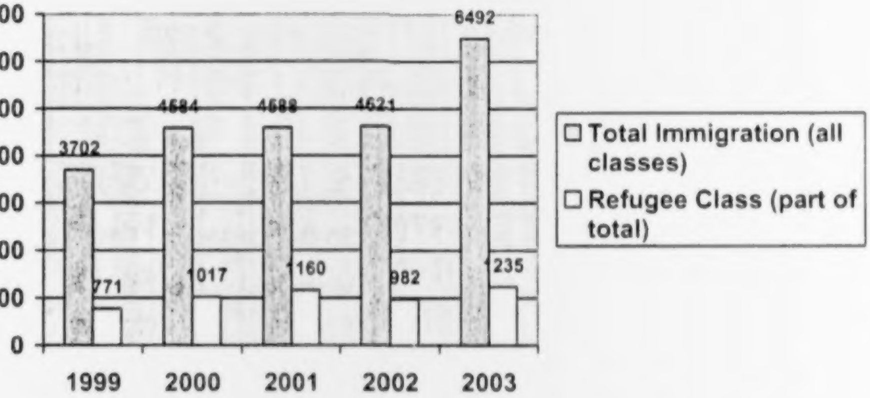
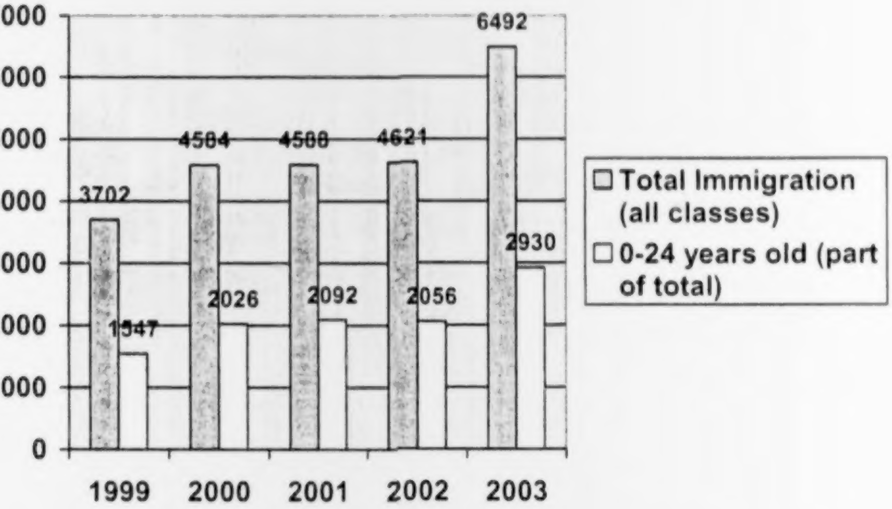
Total Immigration and Refugee Immigration to Manitoba



School-aged children and youth account for approximately 45 % of new immigrants to Manitoba[18].

Total Immigration and School-Aged Immigration to Manitoba



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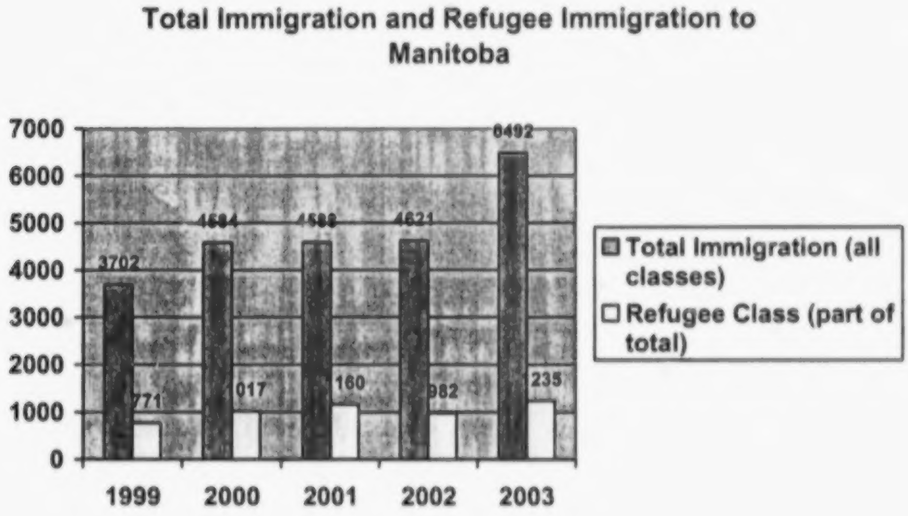

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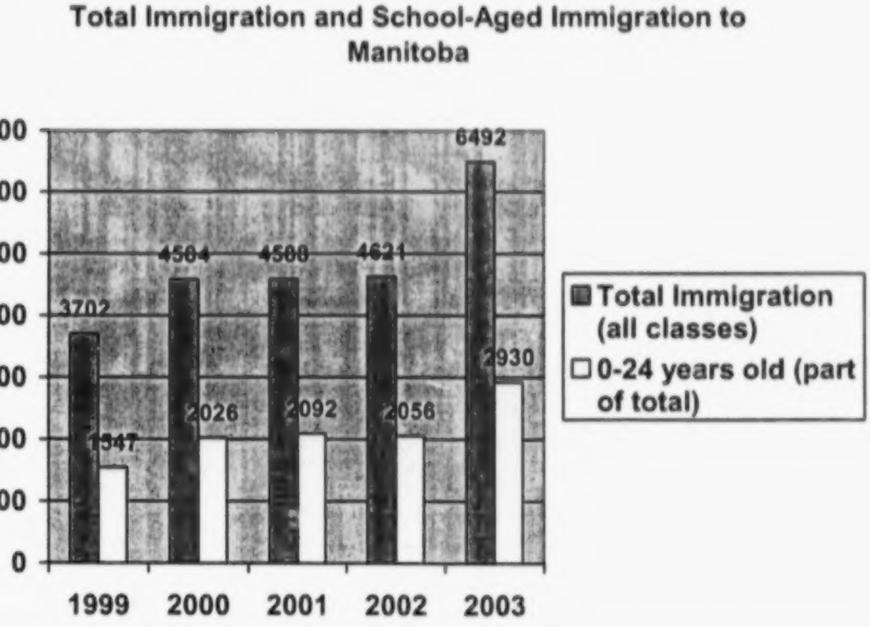

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While Winnipeg attracts a significant portion of all newcomers to the province, other regions are experiencing significant growth in immigration levels far beyond the trends in the last three decades.

Manitoba Immigration by Region of Destination 1999 to 2003

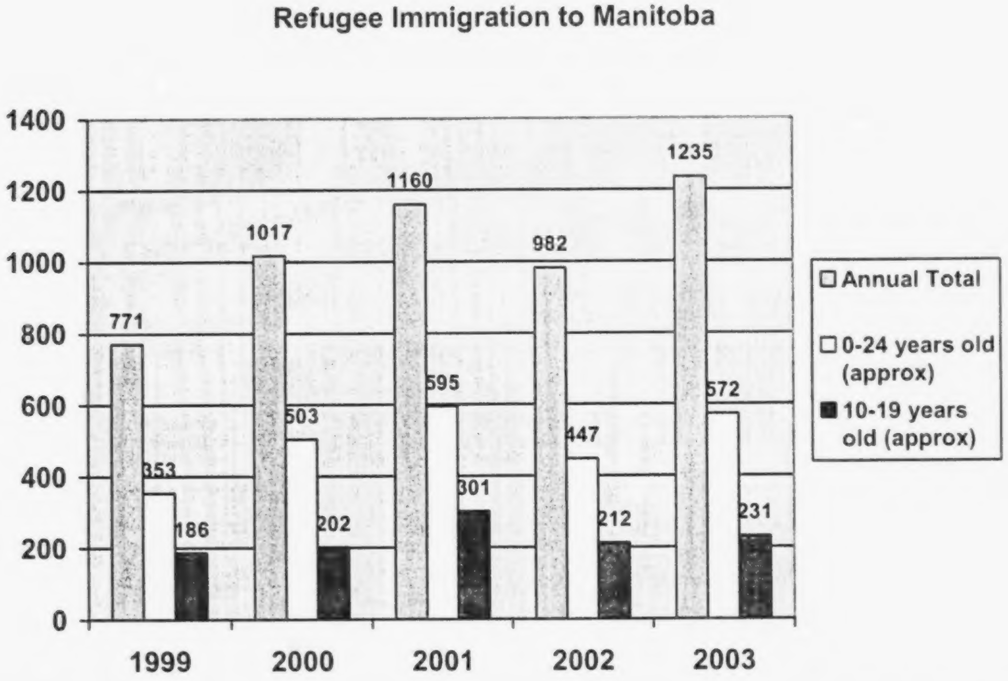
The source of the immigration data is Citizenship and Immigration Canada, and was prepared by Manitoba Labour and Immigration

	1999	2000	2001	2002	2003	Total
Interlake	18	61	61	32	54	**226**
Eastern	157	288	224	193	485	**1,347**
Central	290	316	318	310	502	**1,736**
Western	85	99	120	101	117	**522**
Mid Western	17	51	13	16	23	**120**
Parklands	30	31	19	30	61	**171**
Norman	9	54	52	50	42	**207**
Winnipeg	2,914	3,697	3,737	3,797	5,129	**19,274**
Manitoba not elsewhere stated	191	47	44	92	79	**453**
Total	**3,711**	**4,644**	**4,588**	**4,621**	**6,492**	**24,056**

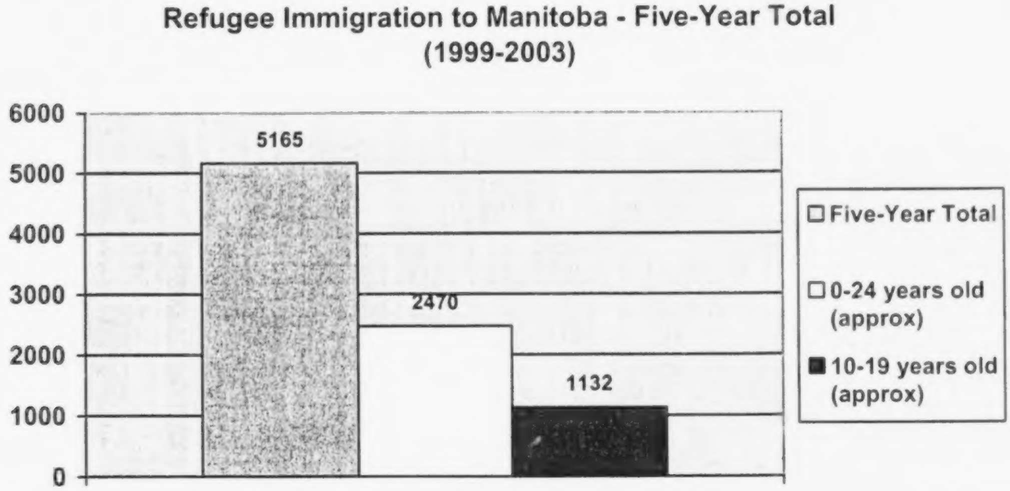
Manitoba Immigration by Top Destinations by Region 2003

Interlake	#	**Eastern**	#	**Central**	#	**Western**	#
Arborg	18	Steinbach	393	Winkler	411	Brandon	77
Selkirk	13	Niverville	22	Morden	24	Souris	8
Erikson	7	La Broquerie	13	Altona	23	Virden	7
		Kleefeld	12	Portage la Prairie	13	Rivers	7
		Ste Anne	11				
Mid Western	#	**Parklands**	#	**Norman**	#	**Winnipeg**	
Minnedosa	8	Swan River	20	Thompson	21	Winnipeg	5,129
Shoal lake	5	Rossburn	15	The Pas	7		
Birtle	4	Dauphin	7	Flin Flon	6		
		St Rose du Lac	5				

School-aged children and youth accounted for 46 % of immigrants that arrived in Manitoba in 2003[19].



Over the last 5 years over 2470 school-aged children and youth have settled in Manitoba, from a diversity of countries, ethnicities, languages, and faith traditions.



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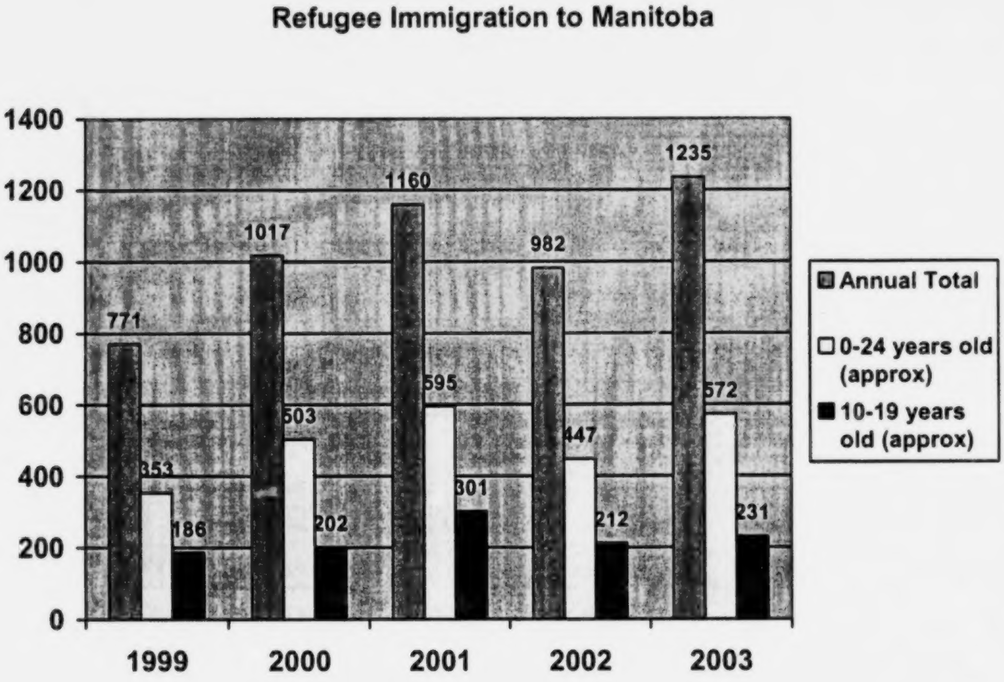
[19] The source of the immigration data is Citizenship and Immigration Canada, and was prepared by Manitoba Labour and Immigration

School-aged children and youth accounted for 46 % of immigrants that arrived in Manitoba in 2003[19].



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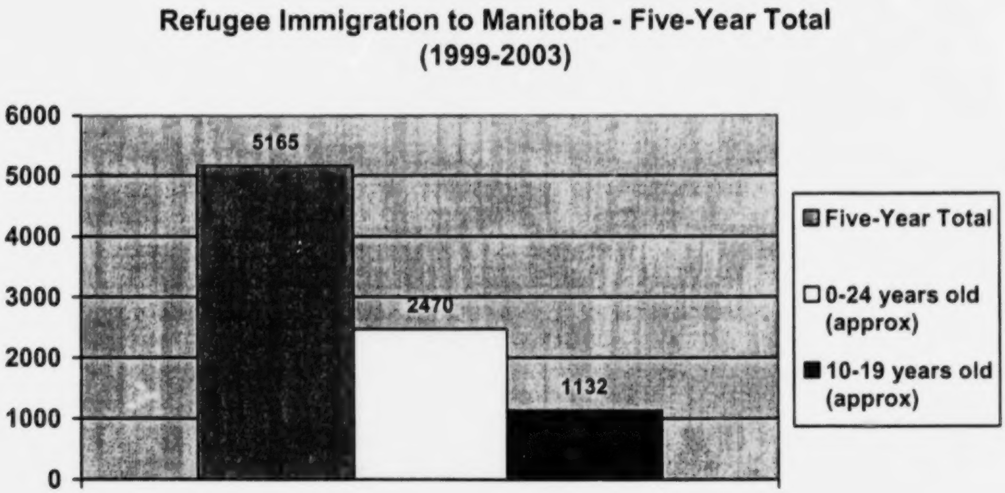

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[19] The source of the immigration data is Citizenship and Immigration Canada, and was prepared by Manitoba Labour and Immigration

Immigration from Top Ten Refugee Source Countries of Birth*

(The source of the immigration data is Citizenship and Immigration Canada, and was prepared by Manitoba Labour and Immigration)

	ANNUAL TOTALS BY YEAR AND COUNTRY				
Rank	**1999**	**2000**	**2001**	**2002**	**2003**
1	Bosnia-Hercegovina (142)	Ethiopia (204)	Afghanistan (224)	Ethiopia (171)	Ethiopia (385)
2	Yugoslavia (105)	Yugoslavia (196)	Ethiopia (210)	Afghanistan (159)	Sudan (223)
3	Ethiopia (96)	Sudan (142)	Yugoslavia (147)	Sudan (116)	Afghanistan (141)
4	Iraq (78)	Sierra Leone (82)	Iran (138)	Sierra Leone (105)	Colombia (91)
5	Afghanistan (72)	Iraq (77)	Sierra Leone (118)	Colombia (93)	Kenya (74)
6	Croatia (72)	Iran (64)	Iraq (78)	Iran (93)	Sierra Leone (74)
7	Sudan (70)	Bosnia-Hercegovina (52)	Sudan (69)	Iraq (65)	Iran (62)
8	Iran (48)	Croatia (48)	D.R. Congo (44)	D.R. Congo (23)	Eritrea (46)
9	Somalia (36)	Afghanistan (47)	Eritrea (29)	Kenya (23)	Somalia (44)
10	Syria (11)	Syria (27)	Somalia (27)	Eritrea (19)	Iraq (20)
		Somalia (21)			D.R. Congo (16)

** Note that the above data reflect source country of birth. It is important to keep in mind that children of refugees (refugee children) are often born in countries other than those that they fled. For example, provincial immigration statistics indicate that Kenya is a source country for refugees when, in fact, the refugee is likely to have been the child of Sudanese refugees who gave birth to the child while in a Kenyan refugee camp.*

Survey Findings

Enrolment and ESL Learners in Manitoba's Public Schools

An Overview of Enrolment in Manitoba's K-S4 School System 2004-2005[20]

Total enrolment reported in Manitoba on September 30, 2004 (representing a decrease of 1,866 pupils from total enrolment on September 30, 2003)	*202,164*
Total enrolment reported in public schools	*186,668*
Total enrolment reported in independent schools (funded and unfunded)	*14,329*
Total number of students home schooled	*1,167*
Total number of learners eligible for ESL support in 2004-05 (public schools)	*6,174*
Total international student enrollment in public schools	*553*
Total international student enrollment in independent schools	*339*
Total number of public schools	*690*
Total number of independent schools	*94*
Total number of public schools reporting ESL learners in 2004-05[21]	*400*

Eligible ESL Learners and ESL Support Trends

As suggested by the immigration trends and statistics reported earlier, the number of learners eligible for the ESL student support grant **in public schools** has increased significantly in the last two years. The number of learners eligible for support is reported in Full Time Equivalents (FTE). A student in Kindergarten, French Immersion, or Français programs would count as .5 FTE.

Eligible ESL Learners and ESL Support Trends

Year	**1981-1982**	**1991-1992**	**1999-2000**	**2000-2001**	**2003-2004**	**2004-2005**
# of Students	***1582* actual***	***3,365.3 FTE***	***3,759.8 FTE***	***3,756.5 FTE***	***5, 002 FTE***	***5,508 FTE***
Total Funding	***$1,000,000***	***$2,221,098***	***$2,481,468***	***$2,479,290***	***$3,515,400***	***$3,993,306***

In the 2004-2005 school year, **400 public schools** reported **6,174 learners** as being eligible for the ESL support grant (see the following chart). However, since this number does not include learners who have exceeded the time limit for the ESL support grant, nor international students, the actual number of learners receiving ESL instruction is much higher. Many independent schools have ESL learners who are residents of Manitoba and international students not included in these statistics. In addition, First Nations schools that do not fall under MECY jurisdiction, may also have ESL learners entering their schools from homes where an Aboriginal language is the home or first language. Based on an earlier survey undertaken in 2002, the actual number of learners receiving some form of ESL instruction in the Manitoba K-S4 school system in 2004-2005 is likely to be in the range of **10,000 to12,000** students.

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[20] **Enrolment Report 2004**, Schools' Finance Branch , Manitoba Education and Citizenship, March 2005, Enrolment 2004

[21] The number of schools reporting ESL learners eligible for funding has ranged from approximately 400 to 450 schools depending on settlement patterns and other factors.

Number of K-S4 Learners Eligible for the ESL Support Grant by School Division (2004-2005)

School Division	Kinder-garten	Other Grades	Total	FTE	Support $
Beautiful Plains	9.0	15.0	24	19.5	14,138
Border Land	31.0	112.0	143	127.5	92,438
Brandon	12.0	45.0	58	51.0	36,975
D.S.F.M.	0.0	74.0	148	74.0	53,650
Evergreen	0.0	10.0	10	10.0	7,250
Flin Flon	0.0	1.0	1	1.0	725
Fort La Bosse	4.0	16.0	20	18.0	13,050
Frontier	0.0	3.0	3	3.0	2,175
Garden Valley	67.0	326.0	393	359.5	260,638
Hanover	105.0	555.5	661	608.0	440,800
Interlake	25.0	38.0	63	50.5	36,613
Kelsey	0.0	15.5	17	15.5	11,238
Lakeshore	7.0	16.0	23	19.5	14,138
Lord Selkirk	0.0	6.0	6	6.0	4,350
Louis Riel	33.5	317.5	359	334.3	242,331
Mountain View	0.0	2.0	2	2.0	1,450
Mystery Lake	0.0	0.0	0	0.0	0
Park West	2.0	8.0	10	9.0	6,525
Pembina Trails	78.0	389.0	473	428.0	310,300
Pine Creek	13.0	24.0	37	30.5	22,113
Portage La Prairie	16.0	57.0	73	65.0	47,125
Prairie Rose	37.0	76.0	113	94.5	68,513
Prairie Spirit	22.0	71.0	96	82.0	59,450
Red River Valley	11.0	44.5	57	50.0	36,250
River East Transcona	12.5	283.0	299	289.3	209,706
Rolling River	4.0	14.0	18	16.0	11,600
Seine River	10.0	77.0	87	82.0	59,450
Seven Oaks	55.5	238.0	298	265.8	192,669
Southwest Horizon	11.0	23.0	34	28.5	20,663
St. James-Assiniboia	13.5	111.0	129	117.8	85,369
Sunrise	19.0	38.0	61	47.5	34,438
Swan Valley	1.0	10.0	11	10.5	7,613
Turtle Mountain	13.0	11.0	24	17.5	12,688
Turtle River	0.0	0.0	0	0.0	0
Western	6.0	74.0	81	77.0	55,825
Winnipeg	226.0	1,984.0	2,341	2,097.0	1,520,325
Winnipeg Technical College	0.0	0.0	0	0.0	0
Subtotal	844.0	5,085.0	6,173	5,507.0	3,992,581
Pine Falls	0.0	1.0	1	1.0	725
Whiteshell	0.0	0.0	0	0.0	0
Total	844.0	5,086.0	6,174	5,508.0	3,993,306

FINDINGS: Immigration, ESL Learners of Refugee/War-Affected, and their Source Countries

- **Cumulatively, newcomer and ESL learners account for a significant portion of our current school population and our future workforce.** School-aged newcomers in both refugee and other classes account for almost 50% of total immigrant newcomers to Manitoba. It is critical that these learners receive appropriate educational supports for our collective well-being.

- **ESL learners are increasingly visible in our schools.** Most schools expect that their ESL and refugee/war-affected student populations will grow in the next few years. In this survey, 80.5% of respondents reported that the numbers of learners with refugee origins had increased significantly over the past few years. As a result, these students are increasingly "visible" in many school divisions but especially in the Winnipeg area. Based on patterns in previous years of immigration, Manitoba's continued efforts and commitment to increasing the number of immigrants coming to Manitoba ,and the increasing number of international students choosing to come to Manitoba, it is reasonable to expect that the significant growth in ESL learners experienced in the last few years will only accelerate.

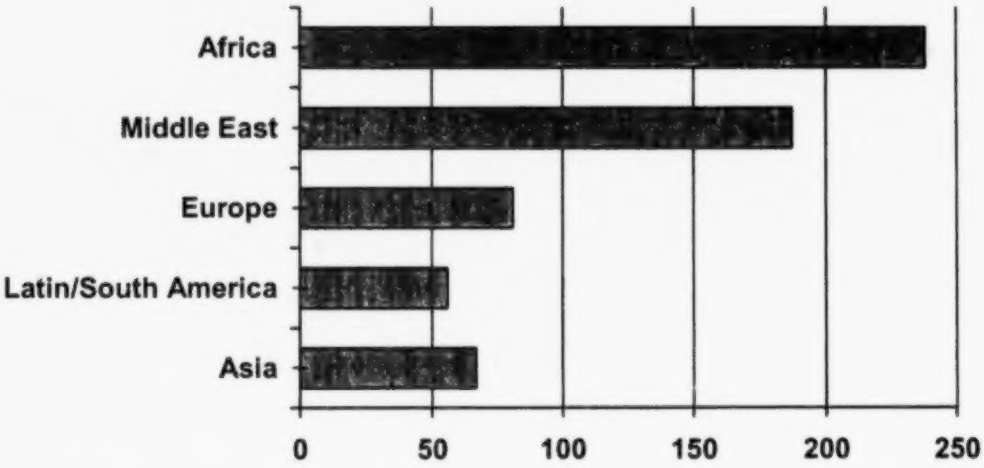
- **We can expect increasing numbers of ESL learners in Manitoba's K-S4 schools in the next few years to be from refugee/war affected and interrupted schooling backgrounds.** Manitoba's commitment to humanitarian immigration and the fact that we have the highest level of community sponsored refugee immigrants in Canada means that learners of refugee background will be a considerable component of our school population. (Manitoba accounts for approximately 18% of all privately sponsored refugee immigrants to Canada.)

- **ESL learners are likely to be from increasingly diverse backgrounds, and likely to be from Africa.** There has been a marked increase in immigration from Africa in the last decade. In the last five years the majority of learners of refugee origins have come from Africa and the Middle East. This is expected to continue, if not accelerate over the next five years. The change in immigration patterns in terms of both refugee and other classes of immigrants has meant that we are increasingly a multi-faith society where different ethnicities and national origins have become prominent in the last decade.

- **ESL learners from refugee and war-affected backgrounds and with interrupted learning increasingly challenge our schools.** In the survey we attempted to identify learners with refugee origins in four different categories. As may be expected, the majority of learners identified as presenting significant challenges were those that had ***ESL needs and interrupted learning, followed by those with ESL needs but without interrupted learning.*** There were some learners of refugee origins without ESL learning needs also identified in the survey. These were small in number and were not reported as presenting significant challenges to schools unless they had interrupted learning.

- **Urban centres account for the majority of learners identified as being from refugee/war-affected backgrounds.** Winnipeg, Louis Riel, River East Transcona, Pembina Trails, and Seven Oaks school divisions account for the majority of all learners with refugee origins, as reported in this survey. Hanover School Division has reported a high number of refugee learners, and although their newcomer students would not meet the legal definition of refugees since the majority immigrated from Germany, those same students had left the former Soviet Union and later Russian Federation because of religious or ethnic persecution and were given asylum in Germany.

Composition of learners from refugee origins as reported by schools- total numbers reported by region

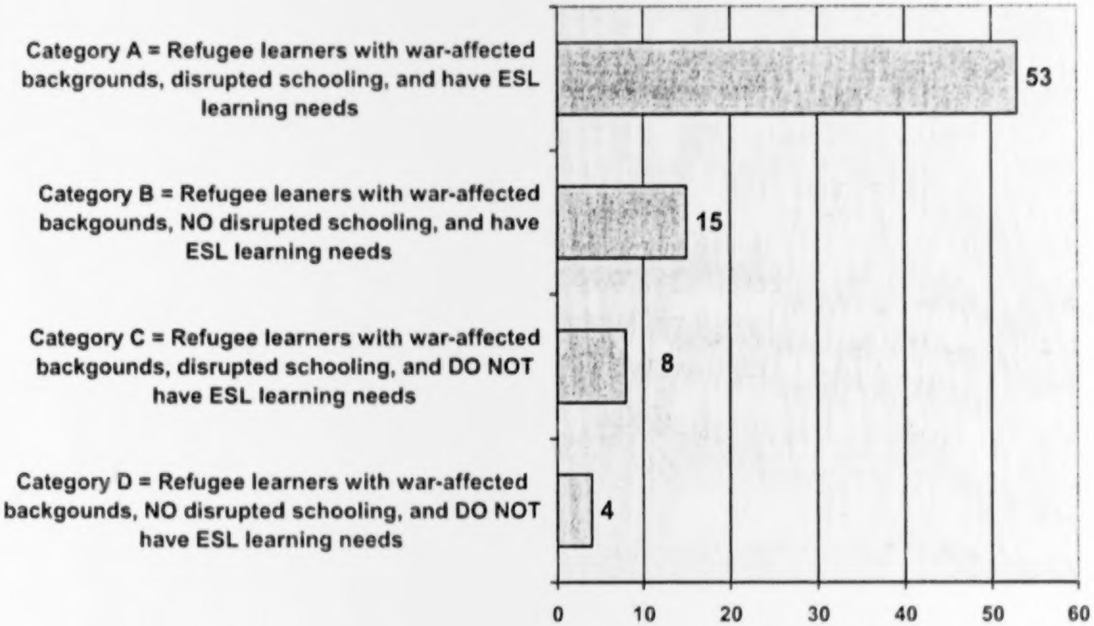


Discussion:

The above chart gives some indication of the diversity of refugee learners in schools in Manitoba. Schools reported that in 2003-2004, students from refugee origins in their schools were predominantly from Africa and the Middle East, regions where instability and conflict are currently higher than in the other regions reported. Europe, Latin America, South America, and Asia continue to be sources of refugee learners but no longer present the high numbers that they did in past years due to the reduced number of conflicts in these regions. This trend is also reflected in provincial immigration data - the major source countries currently contributing to the refugee influx in Manitoba are Ethiopia, Afghanistan, and Sudan.

Note that the above figures represent an estimate of numbers **as perceived by the schools** that participated in this study. Because schools are not required to identify or track refugee students, it is unclear what mechanisms participating schools used to identify students or to arrive at the numbers they have reported. Nonetheless, the figures do reflect the situation as perceived by the schools.

Categories of Refugee / War-Affected Learners as Reported by Schools



Discussion:

Schools were asked to report students of refugee origins by one of four categories as reflected in the table above. The survey results indicate that most of the refugee students arriving in Manitoba schools come with ESL learning needs. Provincial immigration statistics substantiate the view that relatively few refugee students will arrive without the need for ESL supports as the number of refugees arriving from English speaking countries is a relatively small proportion of the population of recently arrived refugees. Furthermore, there is no guarantee that a refugee arriving from a country where English is an official language is actually proficient in English as local languages are often used as primary languages instead of English.

However, because it is a possibility that refugee learners are most often identified based on ESL needs rather than refugee screening processes, it is also possible that refugee students without ESL learning needs are rarely identified in schools and, therefore, may proceed through the school system facing long-term challenges associated with their experiences as refugees. Alternatively, ESL learning needs may be seen as the key challenge among all of the issues that the refugee student population presents to the school system. Such a possibility suggests that schools tend to focus on the most visible challenges associated with academic performance (in this case English language acquisition) and respond to other needs of refugee students (for example, emotional and behavioural supports) only after a student's academic performance or behaviour warrants intervention. In this sense, refugee learners with ESL learning needs are more visible in schools because they face greater challenges in being academically successful.

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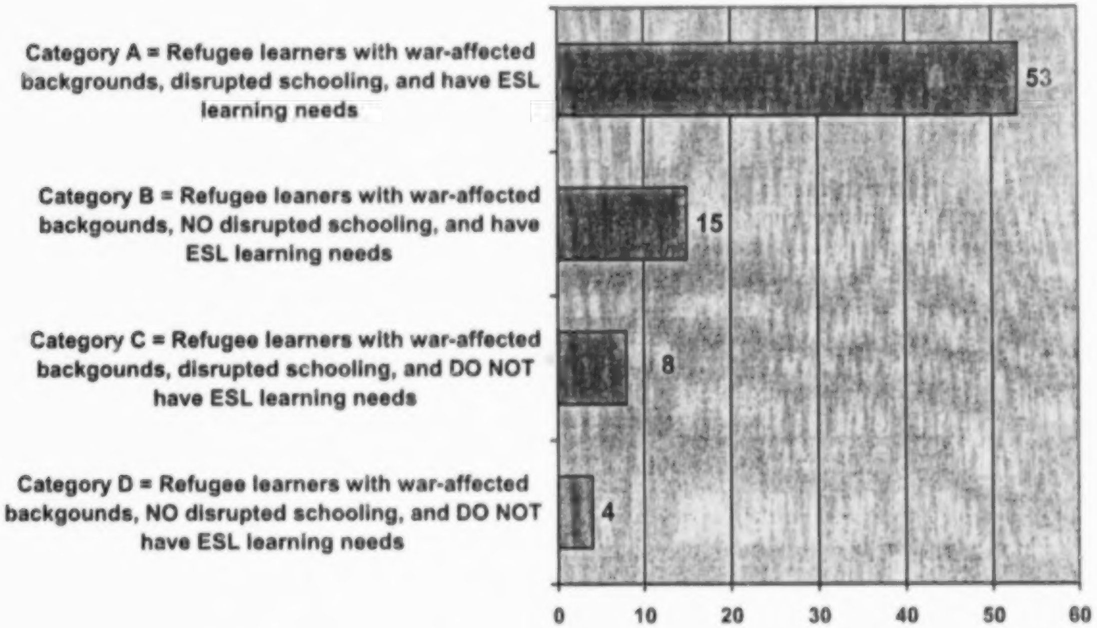

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Distribution of Refugee Students by School Division as Reported by Schools

School Division	Approximate total Number of Refugee Students	Number of Schools With Refugee Students	Approximate Number of Refugee Students per Category *(See Previous Chart for descriptions of the categories)*			
			A	B	C	D
Winnipeg	304	10	236	56	12	-
Louis Riel	263	8	140	11	110*	2
Hanover	100	1	-	100	-	-
River East Transcona	90	8	76	14	-	-
Pembina Trails	51	5	35	12	3	1
Seven Oaks	46	4	30	16	-	-
Independent	25	3	25	-	-	-
Brandon	18	6	17	-	1	-
St James Assiniboia	11	3	11	-	-	-
Institution (WTC)	8	1	-	6	2	-
DSFM	4	1	4	-	-	-
Lord Selkirk	1	1	-	-	1	-
Prairie Spirit	1	1	-	-	-	1
Turtle Mountain	1	1	-	-	-	1
Total	**747**	**53**	**402**	**195**	**131**	**5**

** Through a subsequent conversation to verify this data, the high number of students reported in this category reflects the impression of a single school that refugee students are received from feeder primary schools and no longer require ESL supports within the high school environment.*

Discussion:

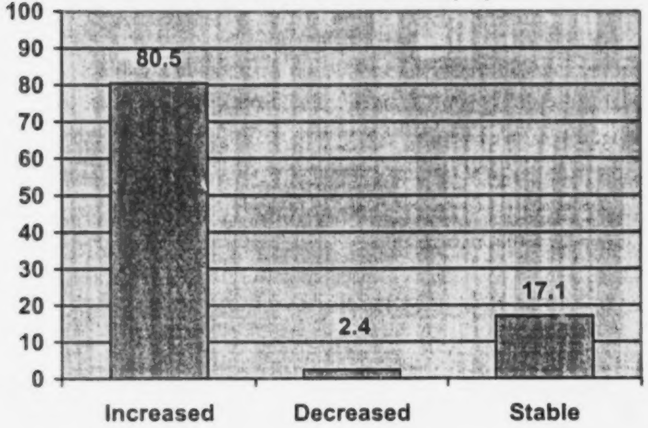
The distribution pattern of refugee students throughout the provincial school system raises questions about why refugee families tend to settle in certain areas of the province. The existing distribution indicates that while some refugee immigrants do settle in rural regions of the province, the overall settlement pattern reflects a distribution that is highly urban and has the greatest impact on only a few school divisions. This suggests that housing, sponsorship, education and training, and the availability of employment are significant factors in determining the community in which a refugee family will settle. It is possible that refugee students tend to locate in communities in which there are established ESL programs, yet anecdotal evidence suggests that housing and employment are the predominant factors in determining settlement patterns. This is further substantiated by the fact that many schools with a high incidence of refugee learners do not have established ESL programs. The availability of employment has been identified as a major factor behind the increase in immigrant settlement in the communities of Steinbach and Winkler, although there is also a pronounced cultural affiliation between those communities and the immigrants who chose to settle there. Also note that only two schools reported having learners in French immersion or Français programs, suggesting that the vast majority of refugee learners undertake studies through English programs after arriving in Manitoba schools.

Refugee Student Population as Estimated by Schools

School Name	Division	Total	Category A	Category B	Category C	Category D
Gordon Bell	Winnipeg	168	128	40	0	*0*
Glenlawn Collegiate	Louis Riel	110	0	0	110	*0*
Steinbach Junior High	Hanover	100	0	100*	0	*0*
Dakota Collegiate	Louis Riel	90	90	0	0	*0*
Miles Macdonell Collegiate	River East Transcona	33	29	4	0	*0*
Churchill High School	Winnipeg	32	32	0	0	*0*
Maples Collegiate	Seven Oaks	27	14	13	0	*0*
General Wolfe	Winnipeg	23	13	10	0	*0*
Sisler High School	Winnipeg	21	21	0	0	*0*
Al Hijra Islamic School	Independent	20	20	0	0	*0*
John Pritchard	River East Transcona	20	14	6	0	*0*
St John's High School	Winnipeg	20	20	0	0	*0*
Fort Richmond Collegiate	Pembina Trails	19	11	8	0	*0*
Kildonan-East Collegiate	River East Transcona	18	18	0	0	*0*
Shaughnessy Park	Winnipeg	16	3	6	7	*0*
Victor Mager	Louis Riel	14	14	0	0	*0*
St George	Louis Riel	14	6	6	0	*2*
Vincent Massey Collegiate	Pembina Trails	14	11	0	2	*1*
Arthur A. Leach	Pembina Trails	12	8	4	0	*0*
Victor Wyatt	Louis Riel	10	10	0	0	*0*
Elmwood High School	Winnipeg	9	9	0	0	*0*
Vincent Massey	Brandon	8	8	0	0	*0*
Winnipeg Technical College	Institution	8	0	6	2	*0*
Silver Heights Collegiate	St James Assiniboia	8	8	0	0	*0*
H.C. Avery	Seven Oaks	7	7	0	0	*0*
Garden City Collegiate	Seven Oaks	7	4	3	0	*0*
Meadows West	Winnipeg	7	7	0	0	*0*
Niakwa Place School	Louis Riel	6	6	0	0	*0*
Valley Gardens Junior High	River East Transcona	6	6	0	0	*0*
Elwick Community School	Seven Oaks	5	5	0	0	*0*
Kelvin High School	Winnipeg	5	0	0	5	*0*
College Louis-Riel	DSFM	4	4	0	0	*0*
Westdale Junior High	Pembina Trails	4	3	0	1	*0*
Neelin High School	Brandon	3	2	0	1	*0*
Meadows	Brandon	3	3	0	0	*0*
Westgate Mennonite Collegiate	Independent	3	3	0	0	*0*
Highbury	Louis Riel	3	3	0	0	*0*
Sturgeon Creek Collegiate	St James Assiniboia	3	3	0	0	*0*
David Livingstone	Winnipeg	3	3	0	0	*0*
New Era	Brandon	2	2	0	0	*0*
Immanuel Christian School	Independent	2	2	0	0	*0*
J.H. Bruns Collegiate	Louis Riel	2	2	0	0	*0*
Shaftesbury High School	Pembina Trails	2	2	0	0	*0*
Transcona Collegiate	River East Transcona	2	0	2	0	*0*
Salisbury Morse Place	River East Transcona	2	0	2	0	*0*
Harrison Middle School	Brandon	1	1	0	0	*0*
River Heights	Brandon	1	1	0	0	*0*
Selkirk Junior High	Lord Selkirk	1	0	0	1	*0*
Treherne Elementary	Prairie Spirit	1	0	0	0	*1*
College Pierre Elliot Trudeau	River East Transcona	1	1	0	0	*0*
Boissevain	Turtle Mountain	1	0	0	0	1

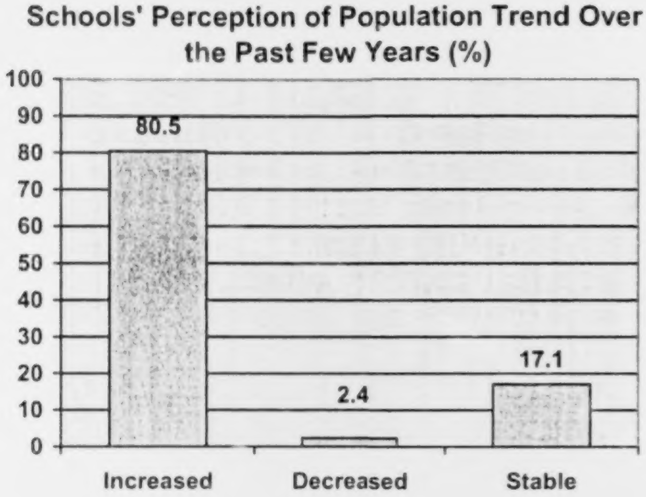
***Immigrants recently arrived from Germany who at one point lived in Russia and not legally considered refugees**

Schools' Perception of Population Trend Over the Past Few Years (%)



Discussion

The school responses were in keeping with immigration data. This also suggests that adolescent and young adult learners of refugee origins do register in our schools and have educational aspirations.



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Discussion

The school responses were in keeping with immigration data. This also suggests that adolescent and young adult learners of refugee origins do register in our schools and have educational aspirations.

FINDINGS: Identifying and Retaining Learners

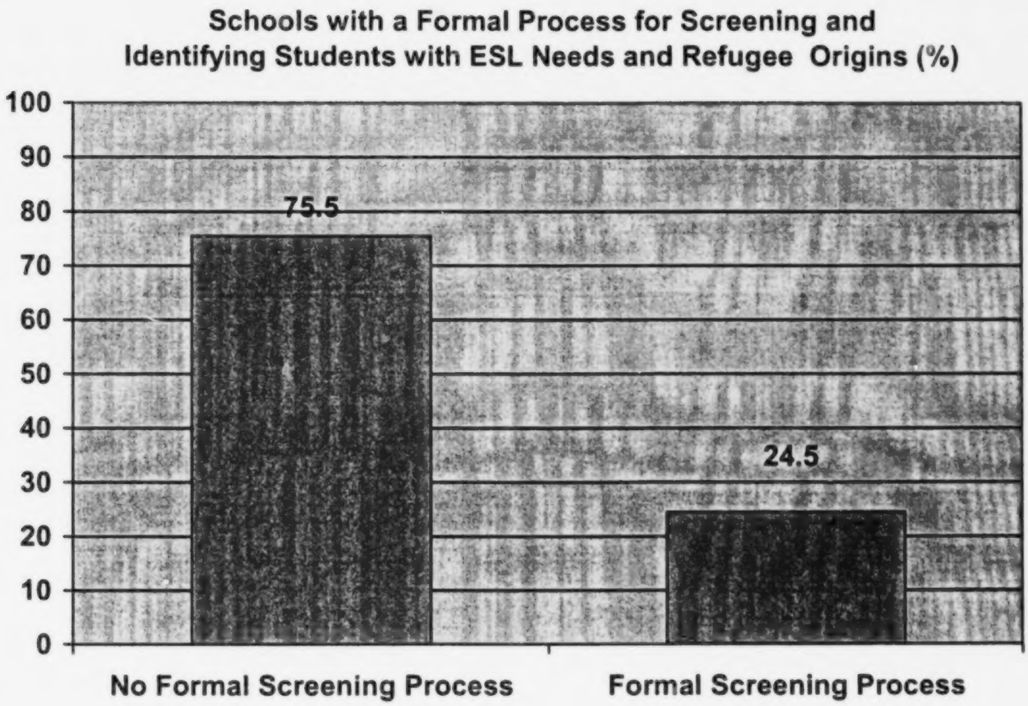
- **There is a need to develop appropriate and effective reception and assessment protocols and tools for early identification of learner needs and program planning.** As with the earlier survey that was done to initiate the ESL Program Review, few schools reported having a formal screening process for identifying students with ESL learning needs of refugee or other origins. Only 24.5% of schools reporting indicated that they had some form of formal screening process. Those that reported having a formal process referred to the protocol in *Planning for Success: Developing an English as a Second Language Protocol (Manitoba Education and Training,1998*). It would appear, based on the earlier survey on ESL learners, and the results of this survey, that there is a critical need to develop and consistently implement more effective screening tools that would enable schools to more readily and accurately identify learners with ESL and interrupted schooling needs. The early identification of these learners is critical if we are to be proactive in developing programming supports for these learners.

- **The survey suggests that in Manitoba there may be fewer students than in other provinces who "fall out", "drop out", or are "pushed out" in the senior years.** The challenges of meeting the needs of learners with refugee origins and interrupted learning that also have ESL needs are particularly acute in the senior years. A number of factors make these learners particularly visible in Senior 1 and Senior 2: time constraints, graduation requirements, an awareness of the time needed to develop academic ESL skills, and numeracy and literacy issues. This makes sense because it is at this point that high schools begin to make predictions about successful graduation.

  The survey results suggest that there is significant attrition in senior high schools, as the numbers of Senior 4 students reported are relatively low and do not correspond with the number of students one might expect based on immigration statistics. In addition, anecdotal evidence from open response survey questions and site interviews, suggests that many learners do in fact fall out, drop out, or are pushed out.

  In many provinces, students face significant challenges in graduating due to lack of program flexibility, compulsory course requirements, and/or limitations on ESL course credits that may be used to meet graduation requirements. It can be argued and should be recognized that the existence of "ESL" designated courses and the Special Language Credit Option means that newcomer and international students in Manitoba have much greater flexibility in meeting graduation requirements and are therefore less likely to fall out, drop out, or be pushed out.

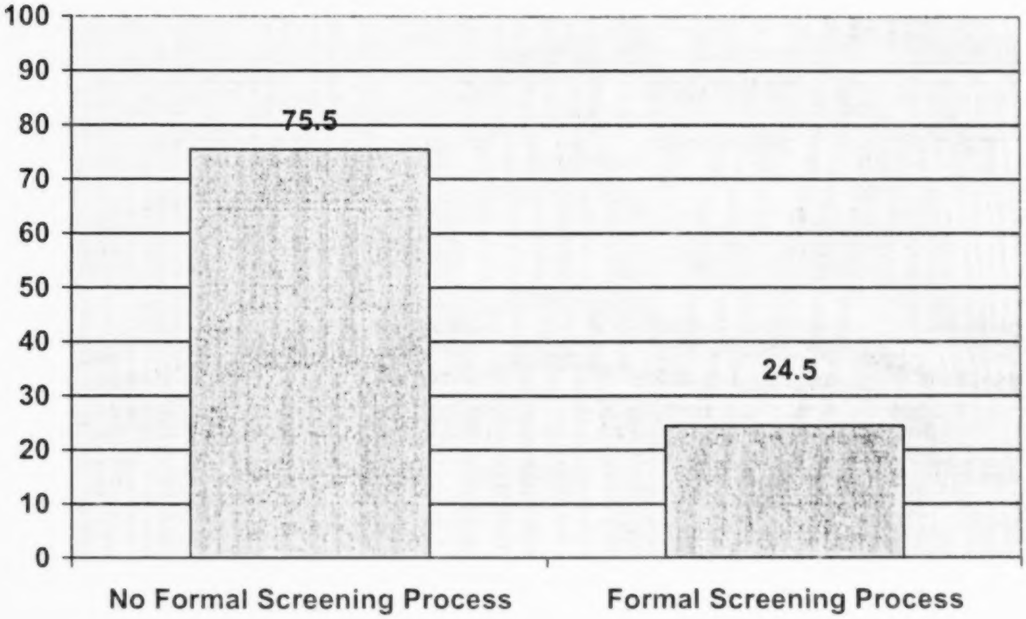
- **Teachers' positive expectations for these learners do not directly correspond with the outcomes evidenced in the data and research.** As indicated earlier, Senior Years "ESL" Designated courses and the Special Language Credit Option, mean that ESL, newcomer and international students in Manitoba experience fewer challenges in meeting graduation requirements than in other jurisdictions at both the national and international level. Paradoxically, schools reported having positive expectations of these learners with regard to their potential to graduate successfully from Senior 4 despite having given a poor rating to the current level of programming supports. Approximately 60% of the schools reported that these students would graduate successfully from Senior 4 and another 25% expected that these students would graduate with an ESL adapted curriculum. This suggests that schools see the potential in the students but are conscious of the need to improve existing programming supports. On the other hand, the survey suggests that these learners are not likely to remain in the school system as there is a significant decline in the number of students reported at the Senior 3 and 4 levels in comparison to Senior 2, and research in other jurisdictions suggests high dropout rates are common.



Discussion:

Given the complex learning needs that refugee students often arrive with, it is interesting to note that only 25% of schools reporting that they have refugee students also report having a formal process for screening and identifying refugee learners. In most cases, the screening has relied upon the reception protocol recommended by Manitoba Education Citizenship and Youth, which was made widely available through the document *Planning for Success: Developing an English as a Second Language Protocol (Manitoba Education, Citizenship and Youth, 1998).*

The remaining schools indicated that no formal screening process was being used. It is important to remember that schools in Manitoba are not required to screen students for refugee backgrounds or war-affected and disrupted schooling experiences. Thus, it seems reasonable to question how such students have been identified in schools where no screening process is in place. Given the apparent correlation between being a refugee learner and having ESL learning needs, it may be the case that a students' ESL needs lead to their identification as being from refugee origins. Anecdotal comments tend to confirm this possibility, suggesting that learning issues that arise after entry into schools tend to lead to the identification of refugee status.



Schools with a Formal Process for Screening and Identifying Students with ESL Needs and Refugee Origins (%)

Discussion:

Given the complex learning needs that refugee students often arrive with, it is interesting to note that only 25% of schools reporting that they have refugee students also report having a formal process for screening and identifying refugee learners. In most cases, the screening has relied upon the reception protocol recommended by Manitoba Education Citizenship and Youth, which was made widely available through the document *Planning for Success: Developing an English as a Second Language Protocol (Manitoba Education, Citizenship and Youth, 1998).*

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Refugee/war-affected students with disrupted schooling and ESL learning needs (Category A)

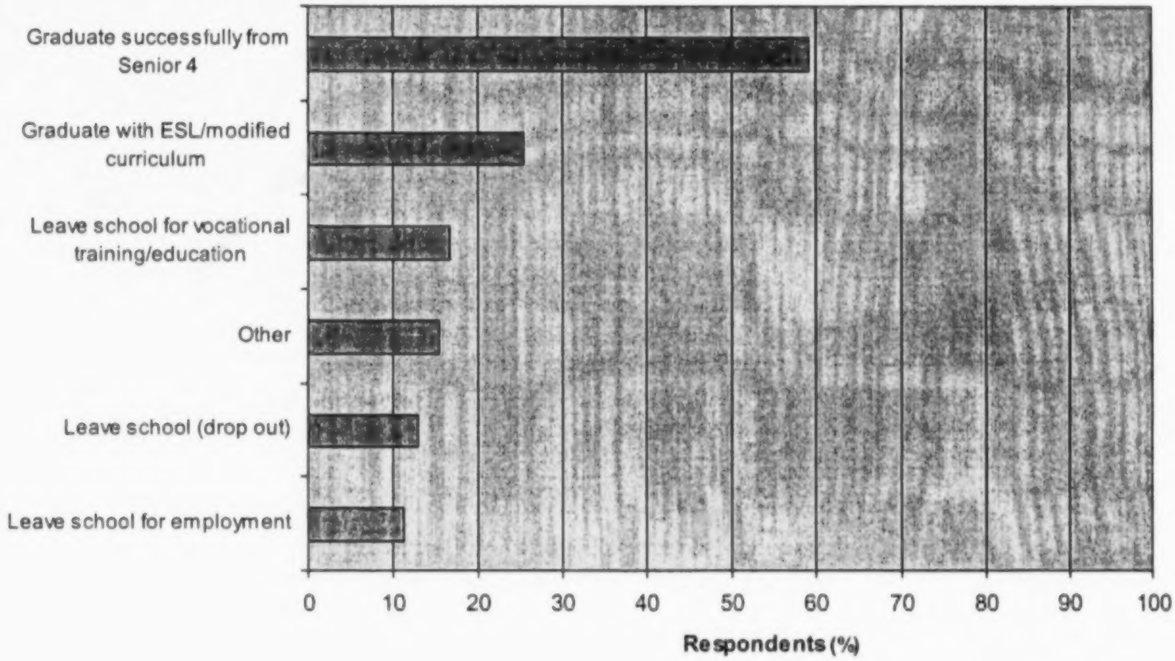
Distribution of refugee learners across grades		
Grade	Mean	Sum
Grade 6	0.44	17
Grade 7	1.24	47
Grade 8	0.84	32
Senior 1	1.72	67
Senior 2	3.22	119
Senior 3	2.08	77
Senior 4	1.35	50

Discussion:

Most refugee students appear in the school system in Senior 1 or Senior 2 but their numbers start to decline in Senior 3 and Senior 4. This is interesting because the number of refugee newcomers aged 15 to 19 years old is consistently among the first or second largest portion of refugees under 25 years of age arriving in Manitoba. Hence, the numbers of learners identified in the school system at the Senior 3 and Senior 4 grade levels does not correspond with the number of same-aged refugee learners arriving in the province. Based on annual refugee immigration and the cumulative effect of several years of newcomers, a larger number of refugee learners should be expected within the school population. Their absence raises a number of questions regarding refugee learners and school completion:

- Do a significant number of refugee newcomers who are age-appropriate for S3 and S4 not enter the public school system?
- Do large numbers of refugee students drop out before reaching these grade levels? or,
- Are refugee learners present but no longer identified as such by the time they reach this level of schooling?

Current Educational Pathways of Refugee Learners



Discussion:

Given the challenges, it is at first glance surprising to see the number of respondents that expect almost 60% of refugee students to graduate successfully from Senior 4. In fact, this response appears to contradict the indication from other questions and site visits that schools struggle to meet the needs of refugee learners. It also contradicts the high drop-out rate of high-school ESL learners determined in a number of recent studies (Roessingh, 1999[22]; Roessingh & Field, 2000[23]). However, it is most likely that respondents to this question are, in fact, reporting expectations rather than results. Furthermore, it is also the case that the most resilient students are likely to succeed. Furthermore, the implementation of E-Designated course credits in Manitoba may have contributed to the view that ESL learners (and therefore most refugee learners) can obtain enough credits to successfully graduate from high school. However, there is still uncertainty regarding the number of refugee students who leave the school system before making it to Senior 4. Given that there is no tracking system in place to verify the number of refugee learners who graduate successfully, it is difficult to accurately determine both the school-leaving rate and the graduation rate, although other information (research, site visits, and teacher anecdotes) suggest that most refugee students leave the school system before reaching Senior 4. Unfortunately, while most teachers and schools tend to be optimistic or have positive expectations of their students, the actual results may be less positive. Given the significant needs of refugee learners and the limited availability of appropriate specialized programming, it is not likely the case that such optimism is matched by overall school performance.

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[22] Roessingh, H. (1999). *Adjunct support for high school ESL learners in mainstream classes; Ensuring success. TESL Canada Journal, 17, 73-86*

[23] Roessingh, H., & Field, D. (2000). *Time, timing, timetabling: Critical elements of successful graduation of high school ESL learners. TESL Canada Journal, 18, 17-31*

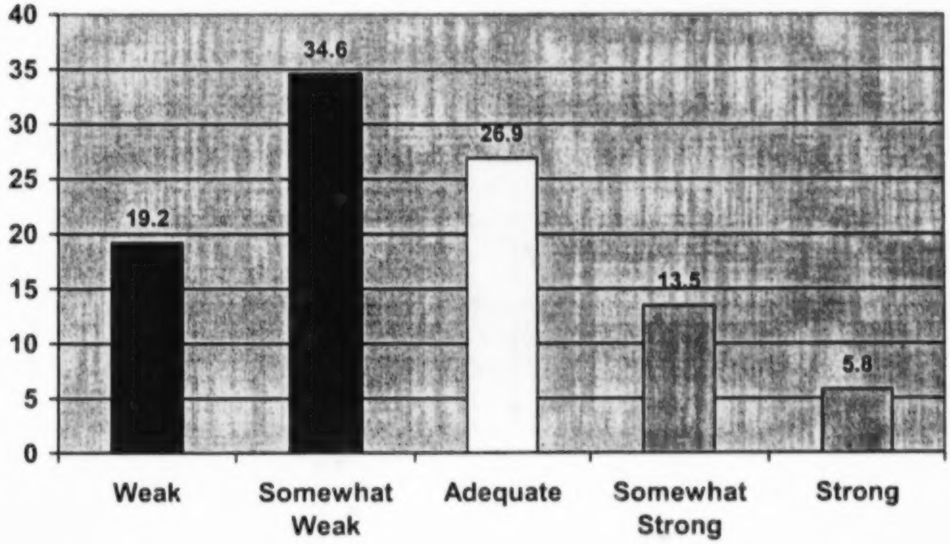
Findings: Schools' Perceptions of the Effectiveness of Current Programming Supports

- **Schools recognize the limitations and inadequacies of current programming supports.** A total of 53.8% of the responding schools rated current programming supports as being "weak" or "somewhat weak." Another 26.0% of schools reported current programming supports as "adequate" at best. This suggests that 80.7% of schools feel that **significant improvements could and perhaps should be made** in terms of the programming supports made available to these students.

- **ESL programming is helpful but insufficient to meet student needs.** Where schools rated their programming supports as being "somewhat strong" or "strong," they usually had an extensive ESL program or a very small number of refugee learners. However, schools with ESL programs tended to recognize that, although of great help, such programs were insufficient to deal with all of the students' learning needs. Schools reporting only one or two refugee learners, especially those that were also small schools, felt that they had the capacity and flexibility to provide more intensive supports than may be possible in a larger school setting or in schools with a larger refugee population. Small schools tend to have reduced class sizes and are multi-grade, which may be factors in creating more supportive learning environments for refugee learners.

School Rating of Overall Programming and Supports		
Response	Frequency	Percent
Weak (1)	10	19.2
Somewhat weak (2)	18	34.6
Adequate (3)	14	26.9
Somewhat strong (4)	7	13.5
Strong (5)	3	5.8
Median response = 2.52		

School Rating of Programming and Supports (%)



Discussion:
Schools were asked to indicate their views on the effectiveness of programming and supports for refugee learners. The median response to this questions was 2.52, indicating that the field generally perceives the programming being offered as somewhat weak. The combined responses for "weak" and "somewhat weak" were 53.8%, with 80.7% of total responses suggesting "adequate" or below. This leaves approximately 20% of schools that feel their programming is "somewhat strong" or "strong." An analysis of those schools that replied "strong" indicated that these schools either have a history of ESL programming or have only one refugee student, suggesting that schools with high numbers or a recent influx feel more challenged in meeting the needs of refugee learners.

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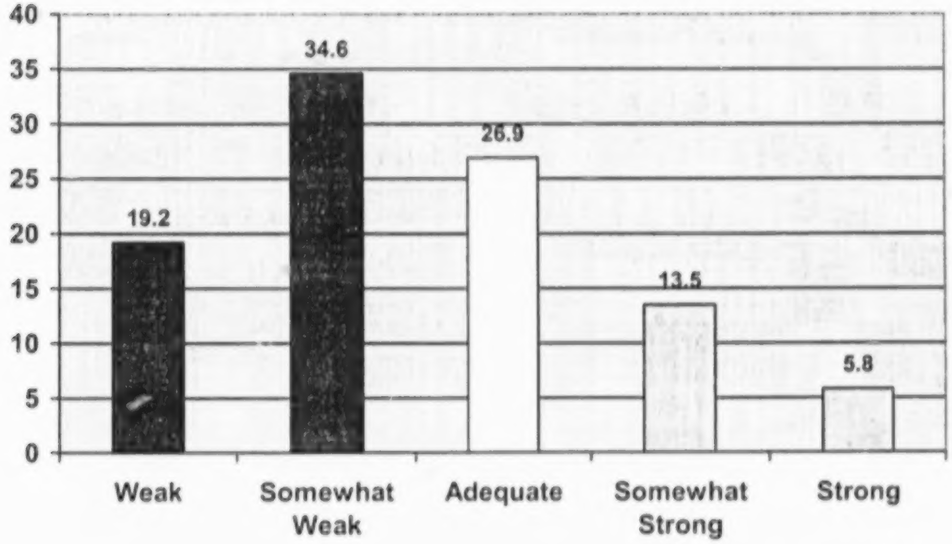

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FINDINGS: Enhancing Opportunities for Success for Learners of Refugee Origins

- **There is a need for specialized and intensive supports for learners from refugee backgrounds who have ESL learning needs and have experiences significant interruptions in their schooling .** The four most frequently reported challenges were the need for more resources for specialized schools supports (59.6%), the need for more intense support (51.9%), the lack of available expertise (50.0%), and the duration of support needed (50.0%). These results clearly point to the need for more specialized and intensive programming for these students.

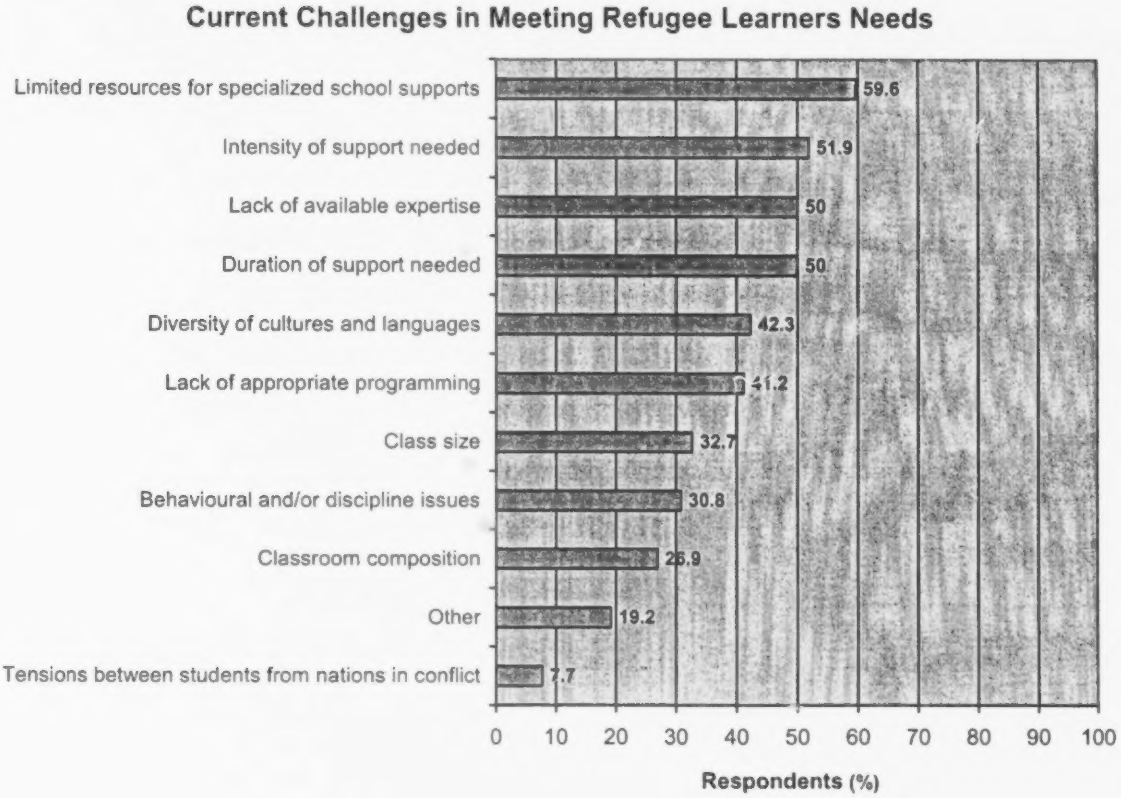
- **There is a need to provide educational supports that weave ESL, literacy and academic preparation together.** The most frequently reported programming supports in need of enhancement were, in order of priority: literacy development extended and intensified ESL programming and supports, and overcoming significant academic gaps. (Students need to develop the essential numeracy, science, and other mandatory subject area knowledge and skills that were unaddressed because of either lack of access to formal education or significant interruptions to the student's schooling). In addition, schools reported that often students came from disadvantaged socio-economic situations. Further, socio-emotional needs were reported as significant by 64.3% of respondents.

- **The survey suggests that inappropriate supports lead to increased incidences of behaviourial problems.** Schools also reported significant issues related to socio-emotional needs and behavioural/discipline issues. One would expect that these behaviours and issues could result from students reacting to the trauma of their refugee experience, but they may also arise from frustration and other responses to inadequate or non-existent specialized supports.

- **Limited and inappropriate programming compounds the difficulties and challenges students experience and leads to a loss of hope.** The survey results suggest, and are backed to some degree by current developments in the field, that the educational needs of these students can only be met through more specialized programming that combines literacy, ESL, academic preparation, career counseling, and socio-emotional supports. It also suggests that behavioural issues and socio-emotional issues might be less of a factor if earlier intervention and appropriate programming supports were provided.

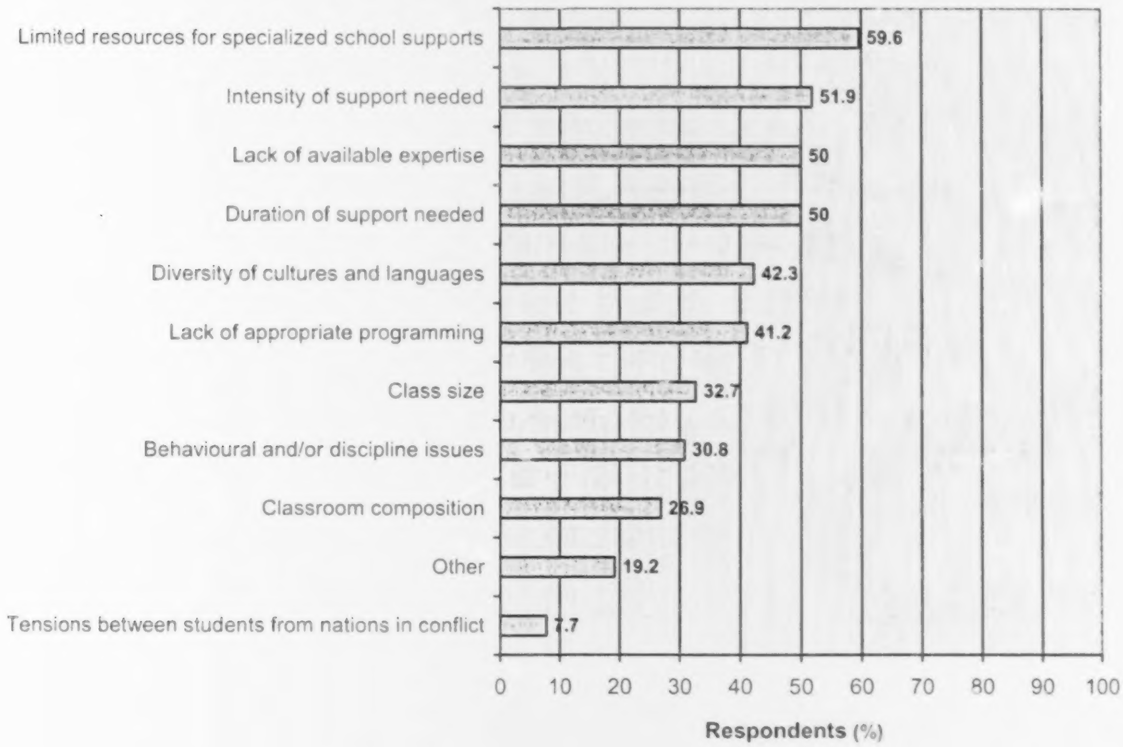
- **Current programming approaches do not correspond with learner needs.** Currently, there appears to be a mismatch between the programming supports these learners require and the programming actually available. As reported above, schools seem to recognize the need for more specialized, intensive and extensive supports. However, the vast majority of schools reported classroom integration with TA support as being their primary vehicle for delivering support to these learners, followed by classroom integration with resource teacher support and classroom integration without any additional supports. Only 42.9% of the schools reported offering ESL specialist support, 28.6% reported offering socio-emotional and/or cross-cultural counseling, and 26.2% offered career or academic counseling. While 88.1% of the schools reported literacy as being the most significant challenge, only 14.6% of the schools reported having a literacy teacher or clinician support available for students, indicating a significant disparity between the reported needs of these learners and the available programming to meet those needs.

- **There is need to develop and implement strategies and interventions that extend opportunities for learning, such as after-school and summer programs.** Schools also reported relatively low numbers of summer school opportunities, alternative programs, or special before and after school programs being offered to this population.



Discussion

The above chart clearly indicates that schools recognize that refugee students **require specialized supports**, and that schools also find it a challenge to provide these specialized supports. It is also important to note that the specialized supports are required in an **intensive** fashion over long periods, which means that it is a challenge to find or allocate the resources required to sustain such supports. In conjunction with this challenge, schools also report that there is a lack of available **expertise** to utilize or consult in undertaking specialized supports and programming. Hence, resources and expertise are clearly seen as key constituents in establishing a school's capacity to address the needs of refugee learners.



Current Challenges in Meeting Refugee Learners Needs

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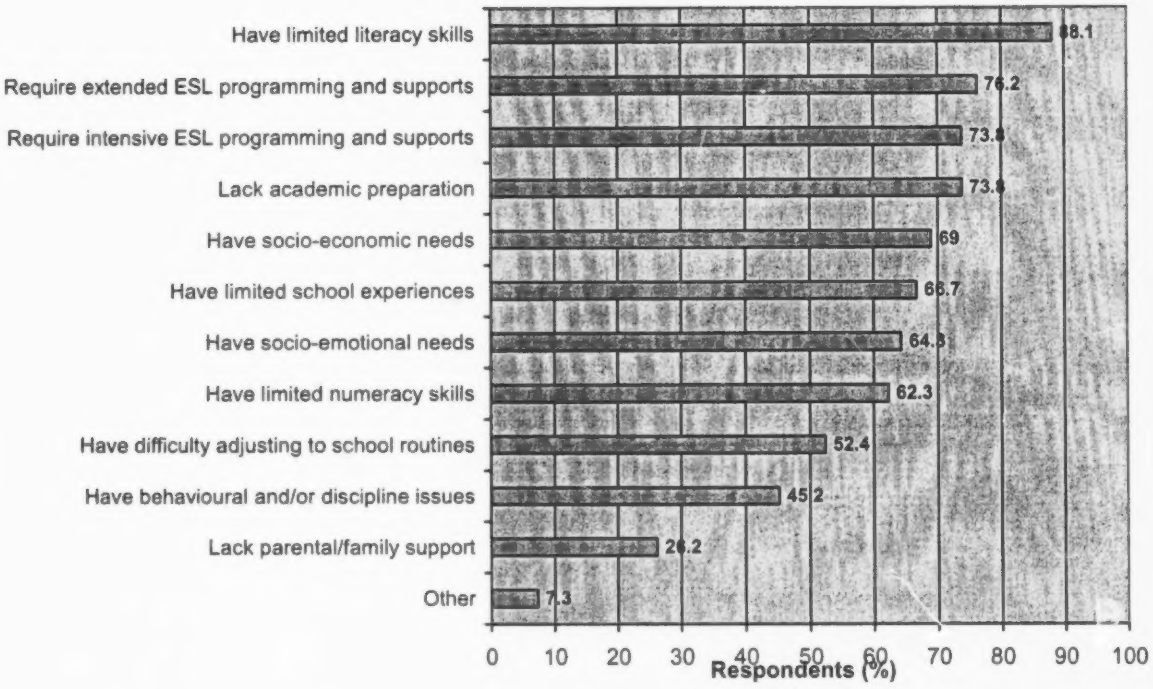
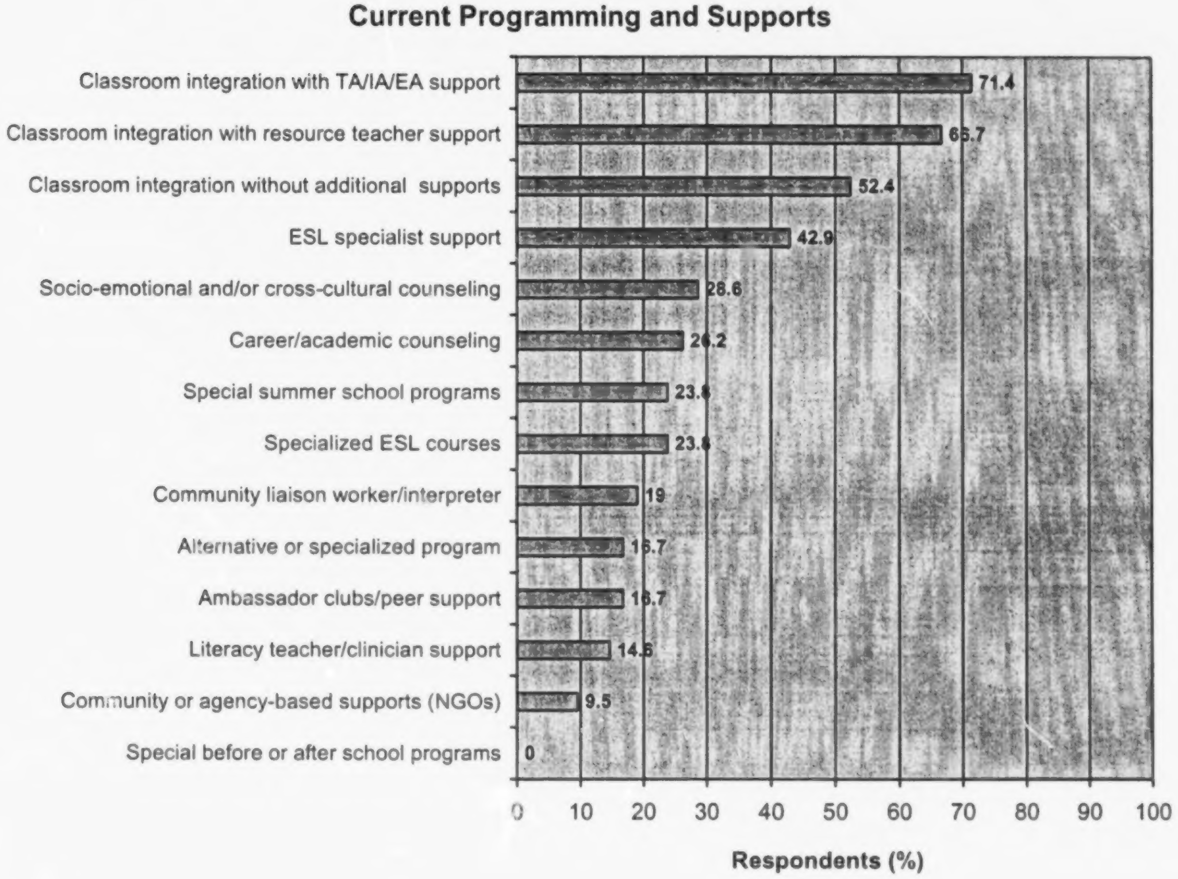
Needs and Characteristics of Learners with ESL and Disrupted Learning Backgrounds



Discussion

The responses to this question suggest that schools are challenged by the constellation of needs that most refugee learners bring to schools. Limited literacy skills, lack of academic preparation, and the need for extensive and intensive ESL programming and supports present the most significant challenges to schools. It is also of note that there is a significant indication that refugee students have difficulty adjusting to school routines and have behavioural and/or discipline issues. These responses suggest that refugee students may experience frustration in trying to adjust to the school system, particularly given the earlier indication that schools are not adequately meeting the needs of these learners.



Discussion:

The response to this question suggests that the most common forms of programming and supports are classroom integration with some form of Assistant or Resource Teacher support. Yet all indications from other parts of the survey suggest that the programming and supports currently available in schools are inadequate in meeting the challenges that refugee learners present to schools. In effect, the absence of specialized supports contributes to low success rates and high levels of frustration for students and teachers alike.

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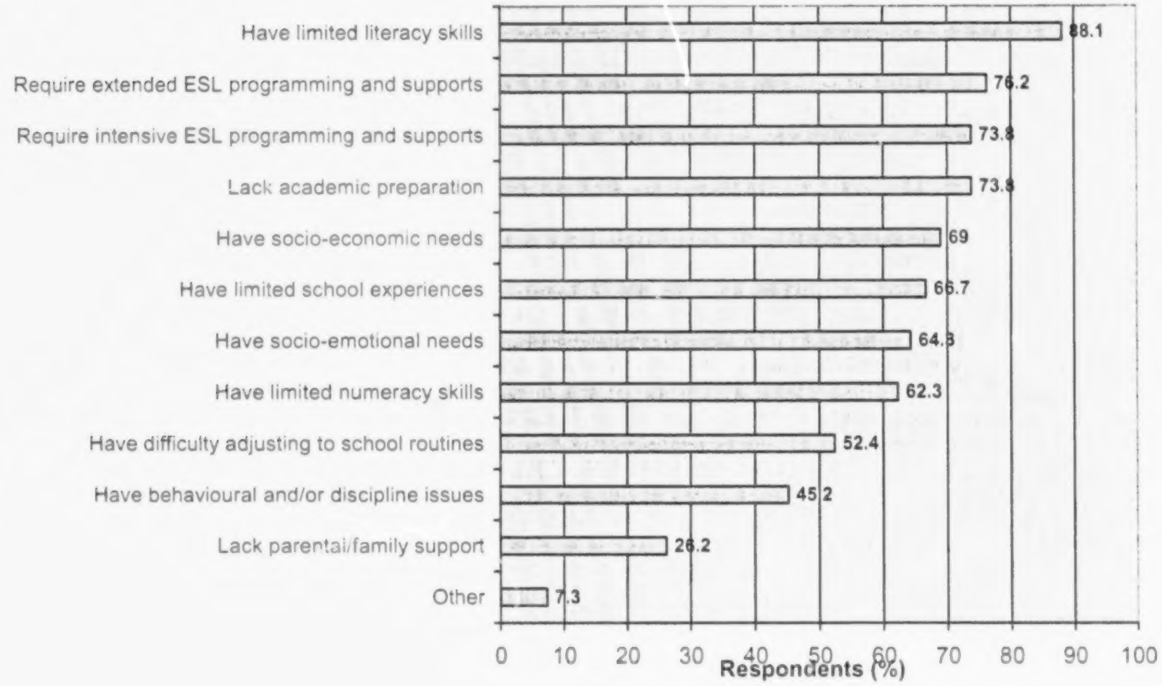

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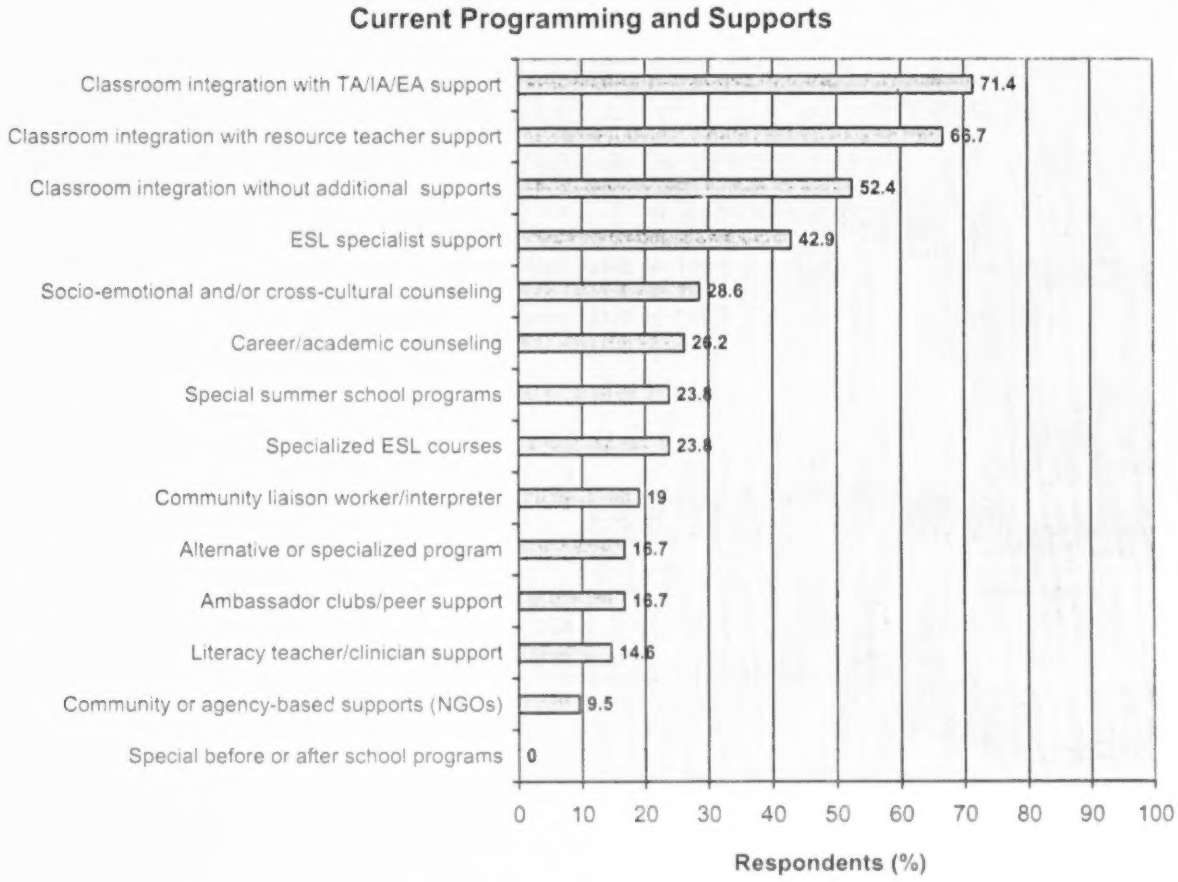

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Comparing challenges and programming - category A, B & C			
Challenge	**Student Category**		
	A (war-affected, disrupted schooling, ESL learning needs)	**B (war-affected, NO disrupted schooling, ESL learning needs)**	**C (war-affected, disrupted schooling, NO ESL learning needs)**
Have limited literacy skills	88.1	43.8	25.0
Require extended ESL programming and supports	76.2	62.5	-
Require intensive ESL programming and supports	73.8	56.3	-
Lack academic preparation	73.8	31.5	25.0
Have socio-economic needs	69.0	50.0	50.0
Have limited school experiences	66.7	6.3	12.5
Have socio-emotional needs	64.3	56.3	75.0
Have limited numeracy skills	62.3	25.0	0
Have difficulty adjusting to school routines and school culture	52.4	43.8	37.5
Have behavioural and/or discipline issues	45.2	6.3	37.5
Lack parental/family support	26.2	12.5	37.5
Other	7.3	0	0

Discussion:

The data in the above table indicate comparisons between survey responses related to four categories of refugee students, determined on the basis of whether or not the learners had ESL learning issues and disruptions to their schooling. There were insufficient responses to make valid comparisons for the category of learners without ESL learning needs and without disruptions to schooling. Among the three categories that were available for analysis, it is clear that socio-emotional needs remain a challenge regardless of category. It is also apparent that literacy and ESL learning needs go hand-in-hand, confirming what is already known from research, that academic language development entails the need for the development of advanced literacy skills. For refugee learners with ESL learning needs, it is quite often the case that they will also need programming and supports designed to help them develop appropriate academic literacy skills. In such cases, intensive and extended programming and supports are required, which is clearly seen as a challenge by most respondents.

FINDINGS: Small Versus Large Refugee Populations

- **Enhanced programming is needed in schools with both small and large populations of ESL learners from refugee/war-affected backgrounds.** Both schools with small and large refugee populations recognized the need for specialized supports and more intensive supports.

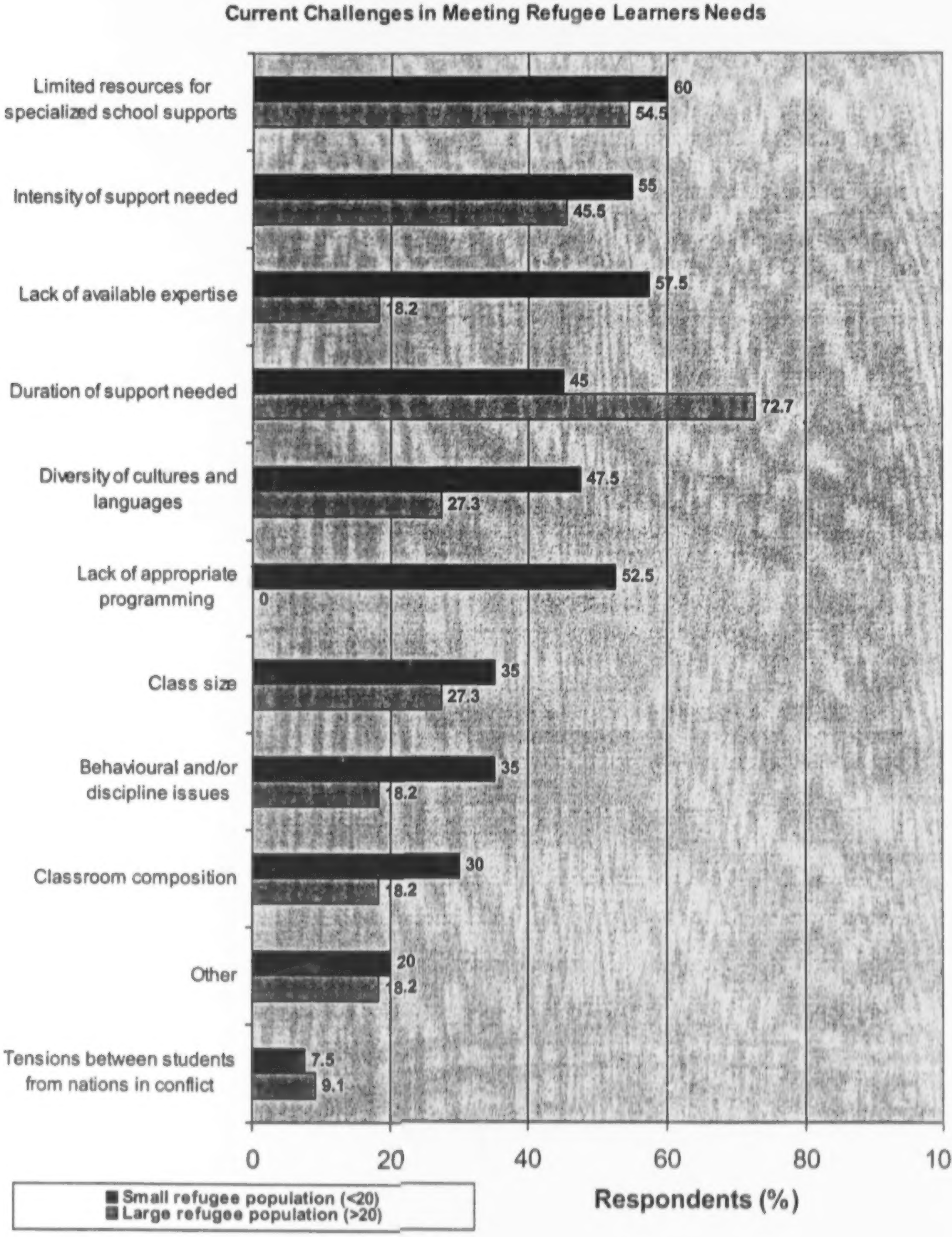
- **Schools with smaller populations of learners with ESL needs and from war-affected backgrounds more acutely aware of the need for more resources for specialized supports.** The most significant issues for schools with small populations are the lack of resources for, and limited availability of, specialized supports. Not surprisingly then, 52.5% of these schools reported having a lack of appropriate programming. This may be one of the explanations why schools with small refugee populations report more behavioural and discipline issues with these learners than do schools with larger refugee populations.

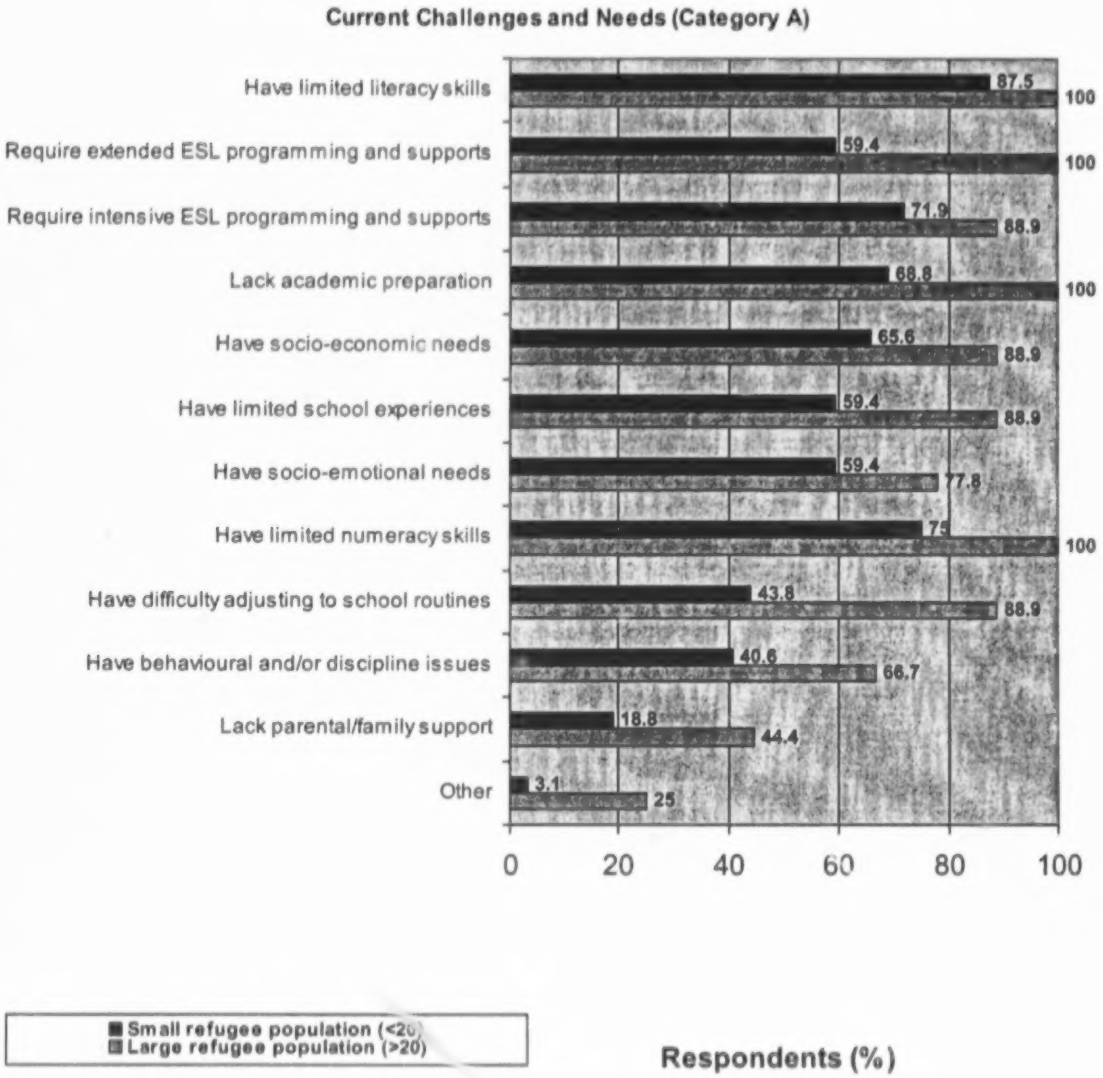
- **Schools with larger populations of learners with ESL needs and from war-affected backgrounds are overwhelmed by the intensiveness and duration of support required.** Schools with large refugee populations appear to be overwhelmed by the extensiveness of the support required. A full 72.7% of these schools reported that the duration of support needed that the duration of support needed was a significant challenge.

- **The diversity of students is a bigger challenge for schools with smaller populations of learners with ESL needs and from war-affected backgrounds** Schools with small refugee populations find the diversity of students a greater challenge than do schools with larger refugee populations.

- **Schools with larger populations of learners with ESL needs and from war-affected backgrounds appear to be more aware of the current shortcomings in programming and other supports.** It appears that schools with large refugee populations tend to be more acutely aware of the significant educational needs these students present but this does not mean that these schools report being better in meeting the needs of these learners. On the other hand, schools with large populations of refugee learners are more likely to have some form of specialized programming, in most cases some form of ESL programming support.

Comparing schools with large numbers and small numbers of learners with ESL and war-affected backgrounds





Discussion:

Schools with small populations of refugee learners seem to have more challenges in finding available expertise and providing appropriate specialized programming. Schools with large populations of refugee learners tend to be challenged by the duration of supports required for refugee learners. This may be tied to the limited duration of funding under the present mechanisms and the fact that these schools are more likely to implement specialized courses and programming for refugee learners. Where student participation in such courses is contingent upon funding eligibility rather than on overall student needs, the limited duration of funding indeed presents a challenge. In effect, resources are spread thinner in instances where student numbers are high. Nonetheless, it is also the case that there is a higher awareness of the complexity of issues within schools in which there is a high population of refugee learners.

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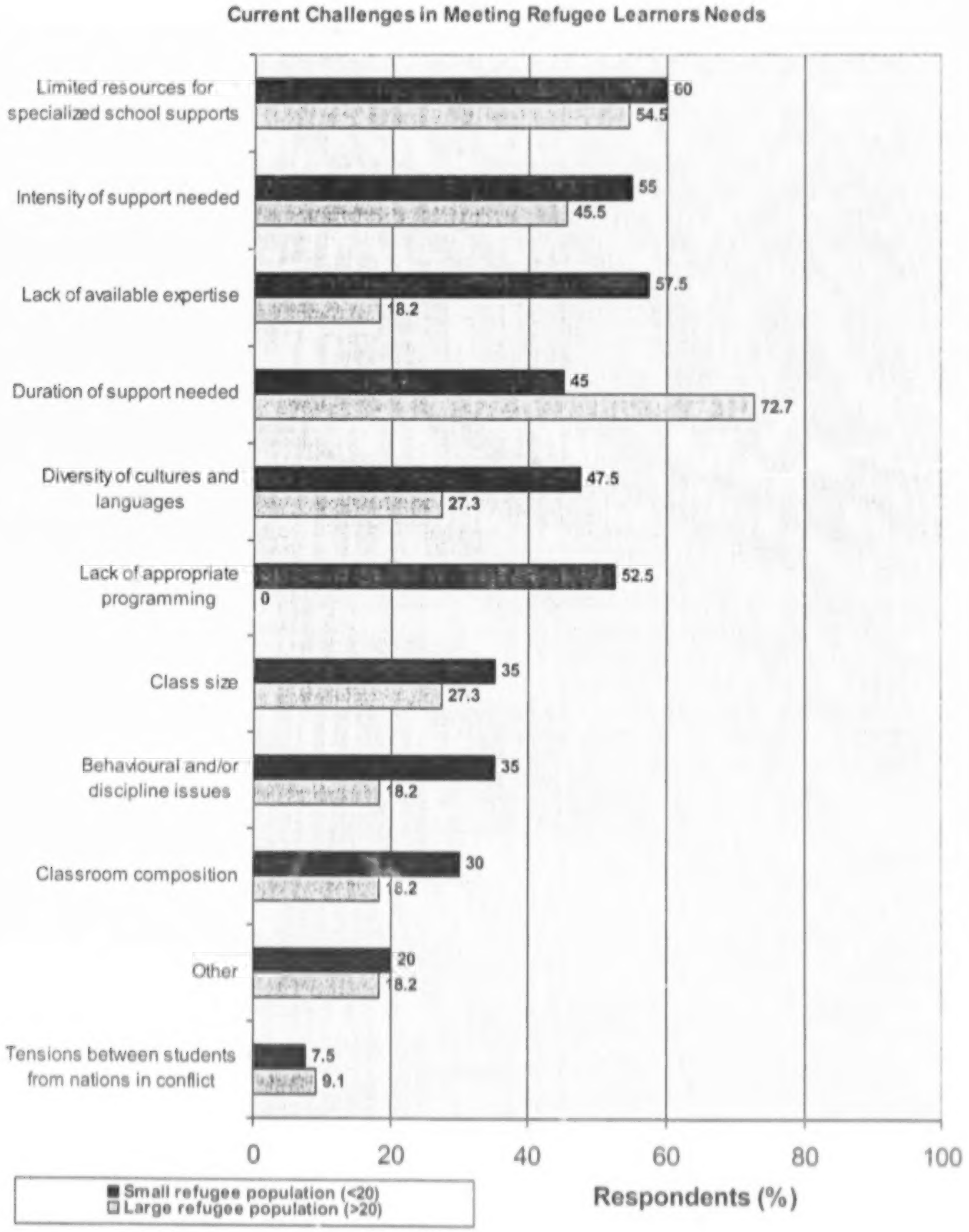
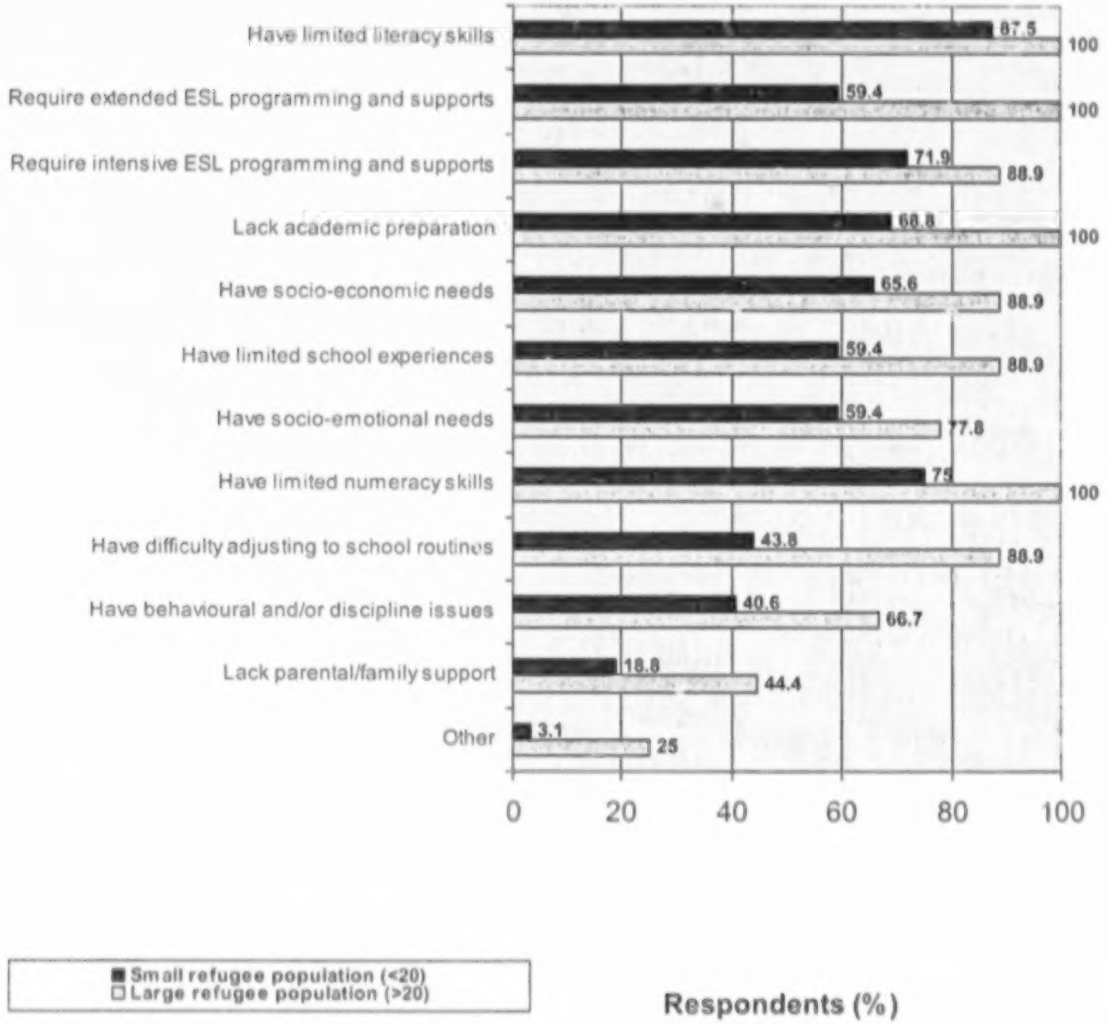

Current Challenges in Meeting Refugee Learners Needs

Current Challenges and Needs (Category A)



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Open Response Summary: Successes and ongoing needs with respect to learners with ESL learning needs and from refugee/war-affected disrupted schooling backgrounds

Findings

The open response questions support the survey findings and amplify the survey findings. The Five most frequently reported categories of responses, in order of frequency were:

- **Need for a fully functioning ESL program , specialized supports and appropriate funding**
- **Success because of Inclusive school policies, practices and programming**
- **Challenges/Difficulties because of student/family characteristics or needs (culture/religion/socio-economic status)**
- **Need curriculum/learning resources**
- **Need programming and supports for parents or primary caregivers and social services/supports**

The following tables are based on information obtained in the open-response section of the school questionnaire and are intended to provide greater detail in understanding the successes and challenges that schools face in addressing the needs of refugee learners. For the most part, the responses given in this section closely concur with the statistical information presented in the preceding section. However, the personal responses presented in the tables give voice to the unique experiences of teachers and principals who are responding to the needs of refugee learners. The responses also provide information on specific successes and challenges and shed light on possible directions to follow in enhancing the effectiveness of programming and supports.

Abbreviated version of open response analysis

Response Categories	Frequency
1. Success because of Inclusive school policies, practices and programming	22
2. Success because of student/ family factors	9
3. Success: provincial initiatives – Planning for Success, ESL review.	2
4. Failure to provide ESL supports/programming	2
5. Need to include information about Canadians of refugee/war-affected origins and their experiences in the social studies curriculum since it is part of the evolving Canadian mosaic	1
6. Need for a fully functioning ESL program , specialized supports and appropriate funding	43
7. Need a process and tools to identify and Monitor these students	2
8. Need teacher training/resources	7
9. Need curriculum/learning resources	9
10. Need for programming and supports for parents or primary caregivers and social services/supports	8
11. Need for interdivisional cooperation and communication	1
12. Need interpreters/translators	6
13. Need better information and mechanisms for transitioning learners into adult programming, post-secondary education	3
14. Challenges/Difficulties because of student/family characteristics or needs (culture/religion/socio-economic status)	10
15. Students are most numerous at S2 level	1
16. Unreasonably high expectations of the highest need students.	1

Detailed version of open response questions

Response Categories	Frequency
1. Success because of Inclusive school policies, practices and programming	
• Overall school/administration's desire to welcome and do whatever is possible to respond to most vulnerable students has been a major factor in keeping these learners in our school	3
• Divisional ESL program and specialized supports (#337)	1
• School and Divisional ESL Support Team ➢ Immigration & Refugee Advisory Committee set up by social worker in Pembina Trails SD. ➢ School-based ESL committee including ESL teachers, E level teachers, counselor, admin, ESL TA, resource teacher, ESL case manager.	1
• Individualized programming, a contact person and ESL instruction work well	1
• Grouping students with similar needs and providing supportive programming	1
• Success due to small school, small population of such students, and monitoring-Students feel connected and we can be proactive	3
• Success because students awareness of and access to counseling and resource support important	2
• These students need a "connection" or support person within the school. Many questions are asked such as "what bus to take" and "I miss my family." Without this type of working relationship between student and staff member, children from other countries feel alone and helpless. We have established this type of relationship with our refugee students however, how long will the funding be available? Then what? With the great number of refugee students coming to our schools, this is of great concern to me!	1
• Success because Needs Centre for war-affected families helped in 2 areas 1) counseling and 2) special "rainbow" program for therapy to talk to kids affected by war	1
• Success because of community supports	1
• Success because ESL teachers can adapt programming	1
• Success with male teachers-religious considerations	1
• Success in developing social language by integrating students in classrooms	1
2. Success because we have learned a lot about working with these students (often by out mistakes) but there is much more we still need to learn about literacy and upgrading academic skills.	1
3. Success because of student/ family factors	
• Motivated /hard-working students	5
• Students grateful for support-motivates teachers	1
• Parental support	1
• Community support	1
• Strong academic background	1
4. Success: Planning for Success – developing an English as a second language protocol has been a great resource	1
5. Success: Support for the study and its objectives!	1
6. Success using resources: • Guided reading / leveled non-fiction books with many pictures are helpful	1
7. Success due to summer school ESL program available in the division	1
8. Success because incidents of prejudice or discrimination between students are dealt with appropriately (e.g., teasing and name-calling) supports the student and makes them know they are valued.	1
9. Failure to provide ESL supports/programming	
• Often we will receive students from other divisions where they received no ESL programming, are not given "E" credits and then arrive at our school unable to handle the curriculum. It is a huge job to figure out the programming needs of these children.	1
• School not-prepared and feeling students are dumped *"Challenges include feeling that these students are dumped into a school situation without the school being informed or prepared – this is an injustice to the student"*	1

10. Need to include information about Canadians of refugee/war-affected origins and their experiences in the social studies curriculum since it is part of the evolving Canadian mosaic	1
11. Need for a fully functioning ESL program , specialized supports and appropriate funding	
• Need to access funding and continued funding for a longer period of time	5
• Need provincial strategy for programming and supports for these students (*Our province must begin serious discussions in this area. We have a growing number of students in our system – as a school it is quite frustrating to have to figure out the programming and to have no divisional or provincial direction for this area. The cost of no clear plan with appropriate resources – struggling students – ill prepared for society.*)	1
• Need fully functioning ESL program and supports	2
• Need for specialized/appropriate ESL programming for Category A and maybe B students that can focus on their many needs and prepare them for entry into the regular high school program. Some students want access to vocational training but that currently requires more English than they have developed in our basically academically oriented ESL program. The program needs to be flexible to take into account work and family needs. (Newcomer/reception centre)	8
• Need additional direction and funding that will allow for the provision of the necessary support or programming (For students who are war affected with disrupted schooling, it takes even longer than for other ESL students)	3
• Need for senior years teachers with ESL and numeracy/literacy training	1
• Need for specialized and sensitive ESL teachers, resource teachers, Counselors and TA's	3
• Need Senior Years ESL/Literacy course	1
• Programming support for students arriving in mid-term/year	2
• Typical ESL summer school programs do not adequately respond to/ fit war-affected student needs.	1
• Need for ongoing access to specialized counseling to deal with the affects of war and trauma (special CGC team?)	4
• Specialized programs for behaviour issues and. more access to available agencies for extreme behavior in ESL war affected kids.	2
• Divisional Reception centre needed to do initial assessment and orientation	1
• Itinerant ESL teachers	1
• Need programming and funding and supports for refugee learners at early/middle years not just senior years	1
• Need for a divisional consultant to work with schools on reception, assessment and programming	1
• More access to IA and Resource supports	1
• Reception and assessment tools and information	4
• Develop alternative-Work place transition to workplace programs (e.g. WSD Transition Program)	1
12. Need a process and tools to identify and Monitor these students	2
13. Need teacher training/resources	
• regarding refugee/war-affected student experiences and the effects of such experiences	2
• More and intensive ESL training fore support teachers	1
• Information on home/sending Cultures	1
• opportunities to visit other schools, network with ESL and Resource teachers	1
• ESL training for all classroom teachers	2
14. Need curriculum/learning resources	
• Essentials skills curriculum to help address academic gaps	1
• ESL curriculum guidelines and adaptations for non-ESL teachers	1
• Resources that teachers can use in their classroom to inform and develop sensitivity in other students about refugee students	1
• Guided reading / leveled non-fiction books with many pictures are helpful	1
• Age appropriate ESL and content learning resources	4
• Professional Reference materials	1
15. Need for programming and supports for parents or primary caregivers and social	

	services/supports	
•	Need to coordinate more effectively educational and community services, resources and agency supports	1
•	Need programs to invite the refugee families into the school to share their experiences and network with other families in tier neighborhood who may have students in the school. (Multilingual materials and parent information)	2
•	Some students may be living with extended family members such as an aunt, uncle, or cousin. However I don't believe it's a lack of support but parents not being familiar with educational systems; their struggles with their own daily life, acculturation, and the language. There is a very huge need for parents to be able to access greater support through settlement counselors, community liaison officers who speak their languages, and other social agencies.	2
•	Need support from a social, outreach and/or liaison familiar workers with cultural conflicts and community supports to assist with intergenerational conflict and adaptation	3
16.	Interdivisional cooperation and communication is needed	1
17.	Need interpreters/translators	6
18.	Need Better information and mechanisms for transitioning learners into adult programming, post-secondary education	2
19.	Challenges/Difficulties because of student/family characteristics or needs	
•	Differences in parenting approaches/expectations	1
•	Cultural Differences	3
•	Religious differences	1
•	Difficulties integrating students in age appropriate classes because of differences in educational systems	1
•	Difficulties accessing post-secondary education because of financial difficulties-limited bursaries and support	1
•	Some students have special needs such as hearing disabilities, processing problems, illiteracy in home languages, post-traumatic stress disorder, and other problems affecting learning	1
•	Behavioral difficulties, cultural expectations that clash, historical/refugee misinformation and family secrets are day-to-day issues to struggle with	1
•	Male from eastern Europe have higher drop out rate	1
20.	Students are most numerous at S2 level	1
21.	Need for longitudinal study or information (#336)	1
22.	Unreasonably high expectations of the highest need students-*Although our success rate appears low, one needs to define success. For these students, high school graduation is not attainable. If a program prepares students for entry-level employment, success can be measured*	1

Site Profiles

An additional component to this study included several site visits to schools and a rural school that have a history of working with refugee learners, and to schools/divisions that have experienced a sudden increase in the number of refugee learners they receive. The site visits were intended to contextualize the data obtained in the survey, providing concrete examples of the situation in schools. The site profiles that were developed as a result of visits and interviews provide a brief overview of the efforts and types of programming that schools are currently using in addressing the needs of refugee learners with interrupted schooling and ESL learning needs.

N. B. The site profiles reflect the situation at the time of the inter views, which was the spring of 2004. They were written by the researcher, Tim Mackay.

Findings

- **The site interviews confirmed many aspects of the survey results**: The information shared and observations made during the site interviews were quite congruent with the picture that the survey results have painted concerning the needs of learners, the challenges faced, and the efforts of schools to attempt to provide some level of programming.

- **Teachers and school staff care about these learners and are trying hard to meet their needs, but current approaches and program models are not appropriate or do not provide sufficient supports**. The site visits confirmed that many ESL and classroom teachers care immensely about these learners and put great effort into trying to meet the needs of learners. At all sites, empathy and compassion were expressed by those who work closely with these learners. Teachers and schools attempt to patch together supports and resources within existing policies, approaches, and programming models to better meet the needs of learners. Individual teachers and schools often struggle in relative isolation to fill the gaps. However, current programming models and approaches are generally insufficient, and lack of divisional supports or coordination often means that schools and teachers face insurmountable barriers in providing appropriate programming.

- **There is a need to develop and implement new comprehensive programming models and approaches.** From 1988-1990, Winnipeg School Division piloted a “youth re-entry “ program targeted to meet the needs of Asian students of refugee backgrounds with disrupted learning and ESL needs, who had left the school system This project was very successful. However, since then, there has not been a concentrated effort in any school division to deliver programming of a similar nature or to take the lessons learned from this pilot project and apply them in a preventative and comprehensive specialized program.

- **The site visits confirmed that many teachers understand and see the need for more specialized programming,** However, at the time of the study, we could find no evidence in the sites visited of a well-formulated and developed model of programming for such students being developed and implemented. However, there was evidence of schools attempting to implement elements of what the literature and experience in other jurisdictions has identified as being promising practices. Some examples are the utilizing of flexible programming approaches, placement of students in low-enrollment classes, literacy instruction, full-day ESL classes, peer-tutoring and mentor-based literacy instruction, and transition to work programs.

Gordon Bell High School, Winnipeg School Division

Student demographics:
The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is currently 160 students. They come from Afghanistan, Kurdish Iraq, Iraq, Ethiopia, Ivory Coast, Sierra Leone, and Sudan. About 110 of these students need specialized supports. In any given year, the refugee population of the school ranges from 15% to 20% of the total school population, and appears to have increased by about 10% per year over the past 10 years.

Student needs:
The primary issue with this group of learners is the need for literacy support and support in the development of numeracy skills. It is also recognized that many students from refugee backgrounds often require emotional supports related to issues of trauma, resettlement, and academic integration. Translation services and smaller class sizes are often helpful in this regard. Overall, these learners require intensive and ongoing supports.

Programming:
Adolescent students from refugee origins are typically identified through the school guidance office, although this used to be coordinated by the ESL department. Ideally, the entire family should be interviewed and assessed.

Current programming makes use of a “flexible learning” model at grades 7 & 8, where one teacher has all of the core subjects with the students. The school is recently implemented a similar “flex” program in Senior 1 and Senior 2. Where required, a high-needs leaner can continue to receive specialized ESL supports in advance of being integrated into regular classes. In the regular school program, students with ESL learning needs can continue to receive up to one hour per day of specific ESL instruction. However, many students who are integrated into regular classes do not receive specialized supports.

Challenges and needs:
This program views itself as being unable to meet the needs of the large and diverse population of ESL learners within the school. A preferred format would entail a school-within-a-school model that incorporates literacy and numeracy instruction, a transitional reception program for students who arrive as adolescents, counseling supports, a school-wide approach to literacy development, and specialized staff. Such a model would require strong school leadership and support from the school division. It could be facilitated through provincial curriculum support and funding measures.

Maples Collegiate, Seven Oaks School Division

Student demographics:
The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is quite small in this school; there are currently six students who meet these criteria. They come from Sudan, Ethiopia, Macedonia, Bosnia, and the former Yugoslavia. This population of students constitutes about 0.5% to 1% of the total school population and has remained relatively stable in size over the past decade, although the source countries have changed.

Student needs:
The primary issue with this group of learners is thought to be literacy support as many of the students have weak literacy skills even in their first languages. It is also recognized that female students often require additional support as they may have been left out of school entirely in their country of origin. In addition, student from refugee backgrounds often require emotional supports related to issues of trauma, resettlement, and academic integration. In this regard, peer support with students who share the same first language is often utilized.

Programming:
Adolescent students from refugee origins are typically identified through the school application process and the indication of immigration status required on the application form. There is also an informal post-application identification process through which school staff may make referrals to the ESL teacher in cases where a student was not identified on the application. The school experiences intake of ESL learners, including those with refugee origins, throughout the school year.

Current programming offers a range of measures, from an intensive, full-time reception program to casual resource assistance for advanced English learners who are otherwise fully integrated into the mainstream school program. In some cases, students receive up to 3.5 out of 4 daily periods in intensive ESL instruction, undertaken in a multi-level, multi-grade environment. In addition, the students benefit from a "teacher advisor" period, which offers a multi-grade homeroom for ESL students. Students tend to view this period as a "safe space" within the broader school program. Where appropriate, the provincial "E" designation is used in content courses modified for ESL learners. Programming for learners form refugee origins is not different from that received by non-refugee ESL learners except that it is often more intensive and ongoing, and may include increased emotional support. Where necessary, community liaison workers and translators are used to work with the learner's family members.

Challenges and needs:
This program views itself as a good program but is unsatisfied with overall coordination of the program with other schools in the division. The program also feels it has a need for more instructional staff and resources, including computer resources. The program works well in integrating student into regular school programs, but since most refugee students do not go on to post secondary forms of education, there is some suggestion that the effectiveness of this program or its objectives needs to be questioned. In this regard, better liaison with the community is considered a need, as is better division-wide coordination of services and programming. Additionally, effective testing and assessment materials are required

Garden Valley School Division

Student demographics:

The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is limited to one student in this division; a Kosovar student whose family arrived via Germany. The biggest population of concern in this division is Mexican Mennonites who have experienced disrupted schooling as a result of cultural practices, and migration, and who often arrive with only rudimentary literacy skills in their first language. These students now constitute approximately 10% of the overall school population (390 students division wide are in need of ESL support – ½ are in the low literacy population).

Student needs:

The primary issue with this group of learners is the need for intensive literacy support as many of the students have weak literacy skills even in their first languages. In addition, some students require socio-cultural supports; in such cases a school liaison officer who speaks the student's first language is often utilized.

Programming:

Student sin this category are typically identified through the school application process and through notification by immigration settlement workers in the community (Chamber of Commerce employees).

Current programming varies throughout the division and is largely dependent upon student needs, the number of students, and available resources. An ESL protocol is used in the early years to provide support to schools in helping students to settle into the school system. Wherever possible, the schools make use of community resource people to assist in the reception process. Some schools offer for-credit ESL support classes and the division has 12 full-time Educational Assistants to provide support for these students. In addition, students may receive a reduced class load, resource support, and supervised homework completion periods.

Challenges and needs:

This division feels it could improve the overall quality of ESL programming by providing more structure and coherence. In this regard, school-based committees, a distinct ESL curriculum with a progression of levels, and appropriate assessment tools would be of benefit. Additionally, a reception centre for adolescent students would be of benefit.

General Wolfe School, Winnipeg School Division

Student demographics:
The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is currently about 12 students. They come from Afghanistan, Sudan, Kosovo, Congo, Iraq, Pakistan, and Ethiopia. This population of students remains relatively small among the total school population of 550, and has remained relatively stable over the past decade (although the composition of source countries has changed).

Student needs:
The primary issue with this group of learners is literacy support, and many of the students require numeracy support a well. One-to-one instruction is often required to address the intensive needs that these students present. Many of the students have little to no school so need support in adjusting to the school culture and academic life in general. This may also entail emotional supports but a large number of such students are surprisingly resilient.

Programming:
Adolescent students from refugee origins are typically identified by the vice-principal during the school registration process and then assessed by the ESL teacher. Ideally, the entire family is interviewed with the support of a translator, and this should occur within 2 or 3 days of initial contact with the school.

Current programming offers a range of supports depending on student background and assessment. The minimum of support involves integration into regular classes with partial TA support, and maximum support is characterized by full-day ESL programming through grades 7, 8, and Senior 1. ESL classes are often multilevel and multigrade. Integration into the regular academic program typically follows from Phys Ed and shops, through art and band, then into math and science, and finally social studies and ELA. Integration includes TA support in regular programs. It also requires collaboration with regular teacher. The school offers specific ESL science and ESL social studies classes at all levels (7, 8, S1). Regular ESL class sizes range from 2 to 10 students so the special needs of refugee learners are typically addressed within this structure.

Challenges and needs:
This program considers itself effective but feels that effectiveness could be enhanced through greater supports for regular classroom teachers. Teachers need support in developing an understanding of adapted curriculum and materials. Additionally, PD, training, and actual adapted materials and curriculum would be of great help in encouraging classroom teachers to take more ownership of this issue. Likewise, acceptance of ESL as a divisional issue would encourage division-wide supports and programs that would meet the specific needs of adolescent refugee learners.

Vincent Massey High School, Pembina Trails School Division

Student demographics:
The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is currently about 14 students. They come from Afghanistan, Sudan, Kosovo, Congo, Iraq, Pakistan, and Ethiopia. This population of students is relatively small among the total school population of 1125, but has appeared at this school in only the past few years.

Student needs:
The primary issue with this group of learners is literacy support as many of the students have weak literacy skills even in their first languages.

Programming:
Adolescent students from refugee origins are typically identified through the school registration process and then referred to the ESL teacher for assessment.

Current programming offers a range of options depending on the student's ability level. The programming ranges form highly personalized instruction through a TA to integration into regular school programs with periodic supports from the ESL program. High needs students are offered a "survival" type program when they commence studies. Socio-emotional support is recognized as a need of these students but this is presently done within the context of the ESL class.

Challenges and needs:
This program requires strengthening in order to fully address the needs of the learners. At the moment, the program relies on intensive personal investment from the core staff in the program. A better-supported program would utilize a larger staff to better address the needs of this growing population of learners. Greater divisional support would be useful in ensuring that the program continues to be resourced at the school-level. Encouragement from the province would assist in establishing division-wide coordination of programs and possibly using this program as a divisional reception program.

Hanover School Division

Student demographics:
Adolescent students from refugee origins who also have disrupted schooling and ESL learning issues not typical to this division; currently there are no students in the division identified as having this background. However, there are over 600-funded ESL student sin the division, and approximately 200 of these have experienced disrupted schooling as a result of cultural practices, and migration. Many arrive with very limited literacy skills in their first language.

Student needs:
The primary issue with this group of learners is the need for intensive literacy support. In addition, some students require socio-cultural supports; in such cases a school liaison officer who speaks the student's first language is often utilized.

Programming:
Students in this category are typically identified through the school application/registration process, often by the school secretary.

Current programming varies throughout the division and is largely dependent upon student needs, the number of students, and available resources in specific schools. It can range from support through a resource department to a specialist ESL teacher for part of the school day. Depending on the school, there can be some pull-out instruction, and varying amounts of ongoing curriculum support for classroom teachers.

Challenges and needs:
This division feels it could improve the overall quality of ESL programming by providing division-wide consistency. School-level programming is difficult to sustain with unpredictable population shifts, resulting in inconsistency throughout the division. As a result, the division has recently hired an ESL consultant to work toward division-wide consistency and cohesion. Assessment instruments and curricular materials remain a challenge, as does funding, especially for transportation and other issues that arise form the rural nature of the school division.

Miles Macdonell Collegiate, River East Transcona School Division

Student demographics:
The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is currently 35 students. They come from Afghanistan, Sudan, Bosnia, Kosovo, Iraq, and other nations. This population of students is a small proportion of the total school population of 1200, although it has increased significantly over the past 10 years and it is expected to continue to grow in size.

Student needs:
The primary issue with this group of learners is literacy instruction and support, along with numeracy instruction. The students also have a need to feel safe, which may entail the use of counseling, church contacts and other community supports. One-on-one instruction is often a requirement in order to address both cognitive development and content learning.

Programming:
Adolescent students from refugee origins are typically identified through the school registration process, at which time an ESL teacher is called to conduct the registration and assessment. In most cases, the entire family is interviewed and the student assessed, with ongoing assessment to ensure that appropriate programming choices have been made.

Current programming includes three specialized classes per semester, including ESL Geography, ESL Science, and 21G, 31G, and 41G ESL classes. These are often multi-level classes with an ESL paraprofessional in each section. There are up to 35 students in some of these classes. Students also receive support, both in and out of class, in cases where they have been integrated into the regular school program. There is also a peer tutoring program and a mentor-based literacy program in the school. All of this programming represents an adaptation of the regular ESL program rather than a specific program for refugee learners with ESL learning needs.

Challenges and needs:
This program feels it is meeting the needs of these students but must strengthen its ability to provide academic supports. There is also a sense that more information and supports need to be provided to families so they can support the student's progress and have realistic expectations. An expanded range of sheltered courses and more staff to deliver these courses would enhance programming, as would more collaborative planning in conjunction with the regular school program. Ideally, a divisional reception program with division-wide coordination would be implemented to enhance the programming currently undertaken in this school. To this end, provincial guidance for school divisions was recommended by this program.

Sisler High School, Winnipeg School Division

Student demographics:
The number of adolescent students from refugee origins who also have disrupted schooling and ESL learning issues is currently 25 students. They come from Afghanistan, Sudan, Bosnia, Kosovo, Sierra Leone, Burundi. This population of students remains relatively small among the total school population of 1600, although it has increased significantly over the past five years, with increasing numbers of African students.

Student needs:
The primary issue with this group of learners is literacy support as many of the students have weak literacy skills even in their first languages and many have experienced no schooling whatsoever. Adapted programming is necessary ('E' designation and the Winnipeg School Division Transitional curriculum), along with socio-emotional counseling. Ongoing support is usually required rather than sporadic and remedial approaches.

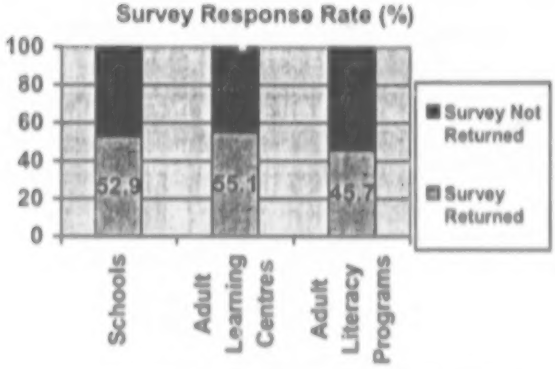
Programming:
Adolescent students from refugee origins are typically identified through the school registration process. Ideally, the entire family is interviewed and the student is assessed.

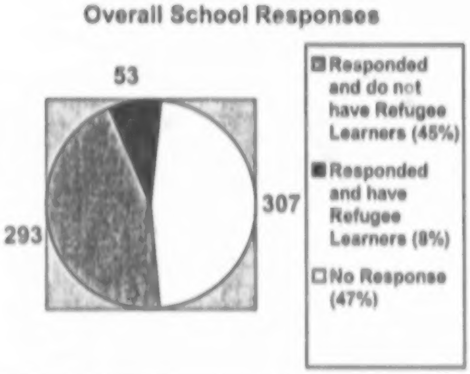
Current programming offers a range of measures, from a minimum of support that involves integration into regular classes with some sheltered instruction, to maximum support characterized by full-day ESL programming. The school offers some a range of sheltered courses specifically for ESL learners at Senior 1 and Senior 2 levels. There are also a number of heavily adapted and modified courses available for students who are not academically prepared for the sheltered instruction option. The programming for refugee learners is very similar to that offers to other ESL learners except that it refugee students often need more supports over a longer period of time.

Challenges and needs:
This program considers itself effective but is concerned about unrealistic goals being placed on ESL learners, particularly in cases where it is not going to be possible to see students graduate from the regular program by the time they are 18 years of age. In such cases it may be preferable to gear instruction towards employment. To this end, the option of developing work-education programs would be of interest. Ongoing scheduling issues continue to prevent some ESL students form accessing the full range of course options available in the school, and increased staffing would help expand and strengthen programming. Greater divisional coordination could help to address some of the school-based limitations to programming, as well as support the development of a divisional reception centre. Likewise, division-wide coordination could support greater articulation with feeder schools at the elementary and junior high school levels. The division has curricular expertise and resources but needs to support these through administrative mechanisms.

Appendix 1

Survey Response Rates





Discussion:

Questionnaires were sent to all public, independent and band operated schools that have students in grade 7 or above. The total number of such schools was determined to be 653. Questionnaires were also sent to all Adult Learning Centres (49 centres) and all Adult Literacy Programs (35 programs) in Manitoba. The overall response rate to the questionnaire was 52.8%. Complete response rates are detailed in the table that follows.

While the overall response rate is considered sound for statistical purposes, the actual number of responses from Adult learning Centres and Adult Literacy Programs is too low to generate purposeful statistics. Nonetheless, the comments and information contained in these questionnaires remains purposeful in gaining an impression of the current situation for refugee and war-affected and has been used to illustrate specific issues throughout this report. It is also important to point out that band-operated and northern schools were the least likely to reply to the survey. These schools are in regions that do not typically receive newcomer families or students. As a result, the response pattern reflects the geographical distribution of refugee and war-affected learners and strengthens rather than compromises the validity of the statistics in this study.

Also note that only two schools reported having learners in French immersion or Français programs, suggesting that the vast majority of learners undertake studies through English programs after arriving in Manitoba schools.

Questionnaire Response Rate

Target Group	No. Sent Out	No. Returned	Response Rate (%)
Schools	653	346	53%
Adult Learning Centres	49	27	55%
Adult Literacy Programs	35	16	46%
	737	389	52.8%

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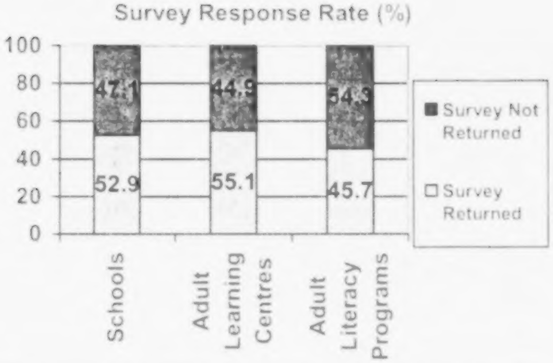
Survey Response Rates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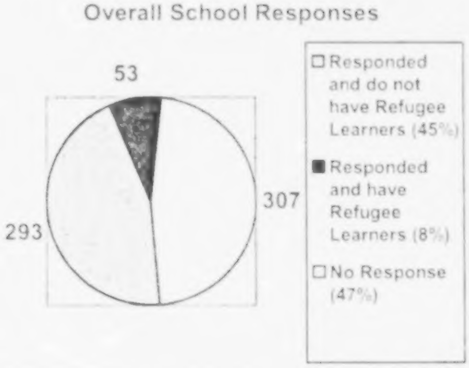
Overall School Responses

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	737	**389**	**52.8%**

Appendix 2

Provincial Immigration Statistics

Refugees by Country of Birth and Gender 1999 to 2003

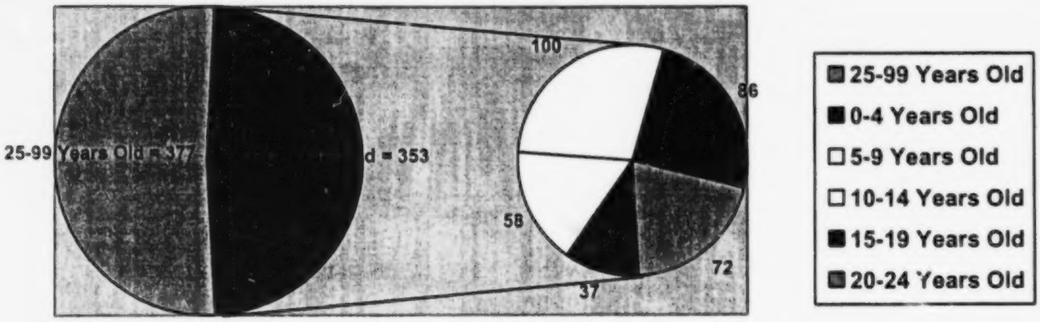
Country of Birth	1999			2000			2001			2002			2003		
	m	f	t	m	f	t	m	f	t	m	f	t	m	f	t
Afghanistan	27	44	71	21	20	41	109	113	222	70	86	156	54	81	135
Bangladesh	8	0	8												
Bosnia Hercegovina	69	70	139	21	25	46	7	6	13						
Burundi													6	0	9
China,															
Colombia				5	5	10				41	37	78	43	42	85
Congo Democratic Republic	9	8	17	11	0	14	17	13	30	13	8	21	7	6	13
Croatia	38	31	69	18	29	47	0	0	6						
El Salvador							5	6	11						
Eritrea		7	7	6	7	13	11	15	26	7	7	14	21	25	46
Ethiopia	50	29	79	102	81	183	104	62	166	92	58	150	216	137	353
Germany	9	6	15												
Guinea, Republic of															
India							5	7	12				5	0	9
Iran	11	8	19	20	17	37	50	49	99	46	31	77	12	15	27
Iraq	27	24	51	36	32	68	38	31	69	32	19	51	10	0	14
Kenya	6	0	9	0	5	9	6	8	14	5	5	10	36	26	62
Liberia										0	5	9	7	8	15
Myanmar (Burma)										7	0	9	0	6	10
Pakistan		6	6				8	14	22	7	0	11	8	0	12
Romania															
Russia				5	5	10									
Rwanda															
Sierra Leone	0	0	7	38	42	80	58	57	115	57	48	105	36	37	73
Somalia	17	19	36	9	12	21	15	11	26	9	6	15	27	17	44
Sudan	39	31	70	84	55	139	40	22	62	70	39	109	160	59	219
Syria	0	6	10	9	15	24									
Togo							9	0	13						
Uganda															
Ukraine				0	0	6	7	8	15						
Yugoslavia	45	50	95	100	85	185	70	69	139	20	26	46	0	0	8
Zimbabwe													8	5	13
Total	**363**	**345**	**708**	**492**	**441**	**933**	**562**	**498**	**1,060**	**480**	**379**	**861**	**664**	**483**	**1,147**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada

Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 1999



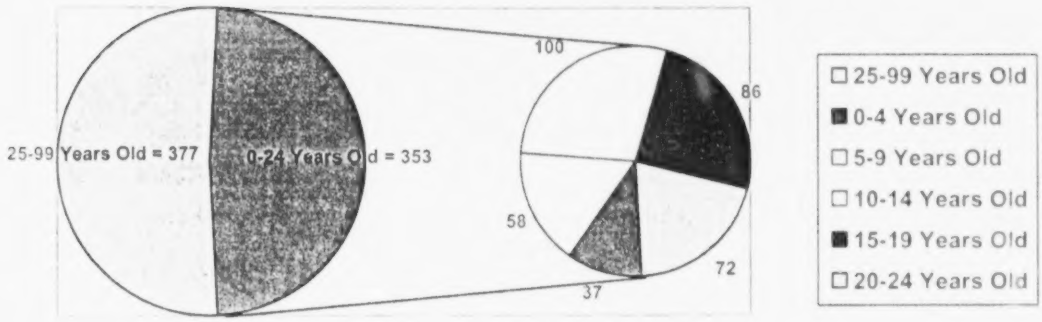
1999 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	Total
Bosnia-Hercegovina	0	9	23	16	10	12	60	**142**
Yugoslavia	9	9	11	9	10	14	41	**105**
Ethiopia	0	0	7	9	14	29	29	**96**
Iraq	5	10	16	8	5	7	23	**78**
Afghanistan	0	8	13	7	11	0	17	**72**
Croatia	9	0	8	13	0	0	31	**72**
Sudan	0	6	10	13	7	6	23	**70**
Iran	0	0	5	0	0	7	21	**48**
Somalia	0	0	5	6	8	5	0	**36**
Syria	0	0	0	0	0	0	0	**11**
Total	**37**	**58**	**100**	**86**	**72**	**86**	**291**	**730**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 1999



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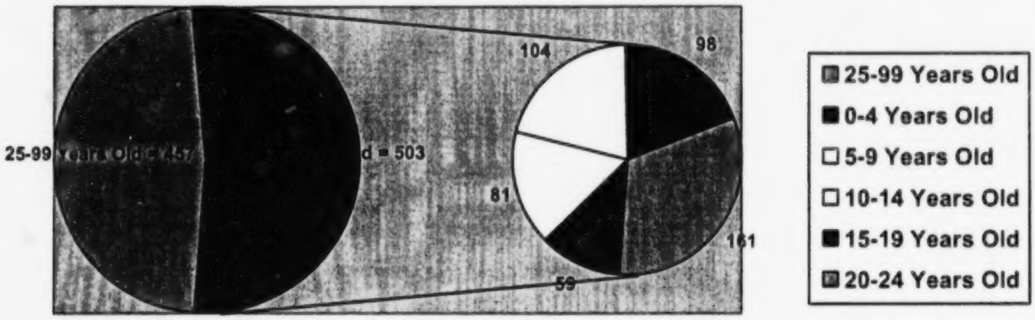
Bosnia-Hercegovina	0	9	23	16	10	12	60	**142**
Yugoslavia	9	9	11	9	10	14	41	**105**
Ethiopia	0	0	7	9	14	29	29	**96**
Iraq	5	10	16	8	5	7	23	**78**
Afghanistan	0	8	13	7	11	0	17	**72**
Croatia	9	0	8	13	0	0	31	**72**
Sudan	0	6	10	13	7	6	23	**70**
Iran	0	0	5	0	0	7	21	**48**
Somalia	0	0	5	6	8	5	0	**36**
Syria	0	0	0	0	0	0	0	**11**
Total	**37**	**58**	**100**	**86**	**72**	**86**	**291**	730

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2000



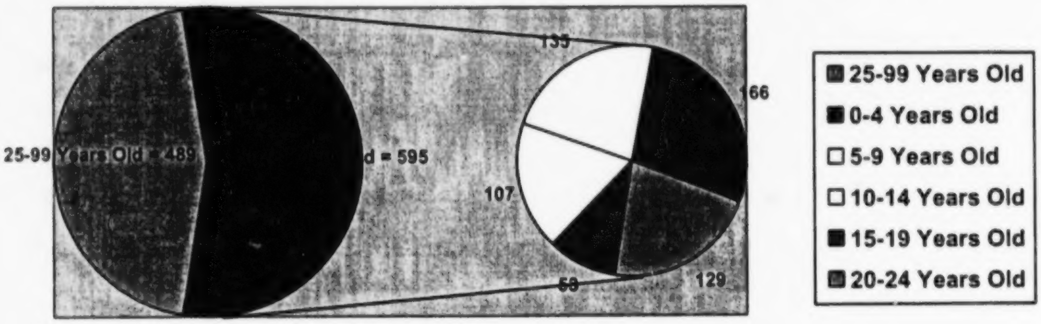
2000 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old
Ethiopia	5	0	5	11	67	67	43
Yugoslavia	13	21	30	25	17	16	71
Sudan	12	15	18	15	25	20	37
Sierra Leone	0	9	15	12	12	6	22
Iraq	0	8	11	10	9	12	23
Iran	8	8	0	5	7	6	22
Bosnia-Hercegovina	0	0	8	0	7	0	27
Croatia	0	6	6	6	6	0	11
Afghanistan	0	0	0	8	0	7	13
Syria	7	0	0	0	0	0	7
Somalia	0	0	0	0	6	0	5
Total	**59**	**81**	**104**	**98**	**161**	**141**	**316**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2001



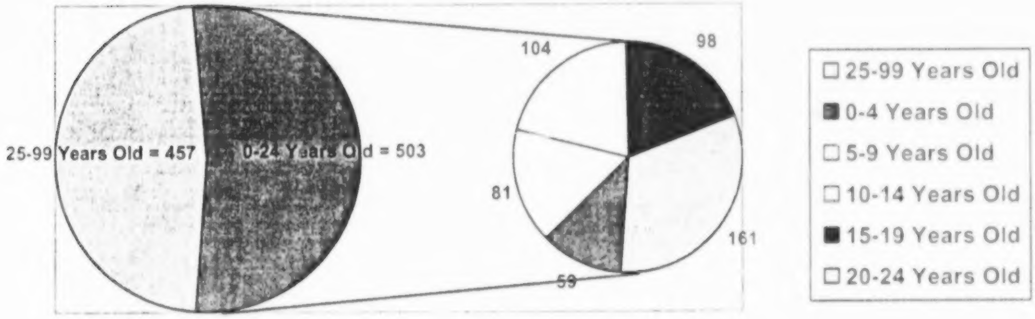
2001 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	Total
Afghanistan	8	30	40	40	26	14	63	**224**
Ethiopia	5	8	11	36	28	70	48	**210**
Yugoslavia	8	12	27	19	10	12	56	**147**
Iran	14	16	21	15	7	17	44	**138**
Sierra Leone	9	15	12	18	23	18	17	**118**
Iraq	10	18	9	5	5	0	27	**78**
Sudan	0	0	6	14	10	12	21	**69**
Congo, Democratic Republic	0	5	8	11	0	0	10	**44**
Eritrea	0	0	0	0	5	6	6	**29**
Somalia	0	0	0	5	13	0	0	**27**
Total	**58**	**107**	**135**	**166**	**129**	**157**	**332**	**1,084**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2000



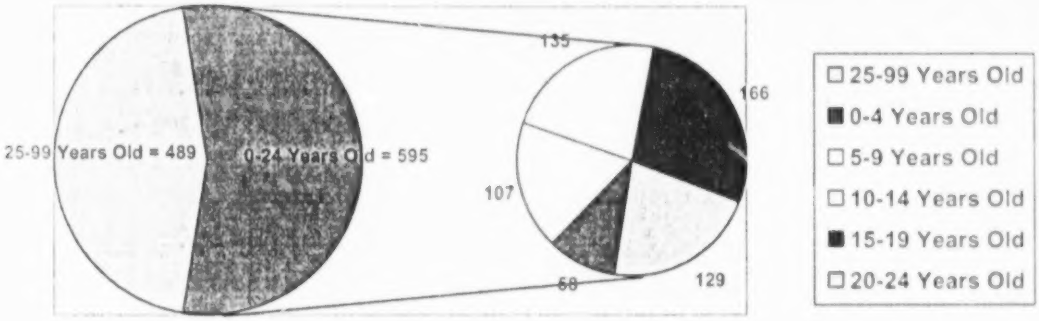
2000 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old
Ethiopia	5	0	5	11	67	67	43
Yugoslavia	13	21	30	25	17	16	71
Sudan	12	15	18	15	25	20	37
Sierra Leone	0	9	15	12	12	6	22
Iraq	0	8	11	10	9	12	23
Iran	8	8	0	5	7	6	22
Bosnia-Hercegovina	0	0	8	0	7	0	27
Croatia	0	6	6	6	6	0	11
Afghanistan	0	0	0	8	0	7	13
Syria	7	0	0	0	0	0	7
Somalia	0	0	0	0	6	0	5
Total	**59**	**81**	**104**	**98**	**161**	**141**	**316**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2001



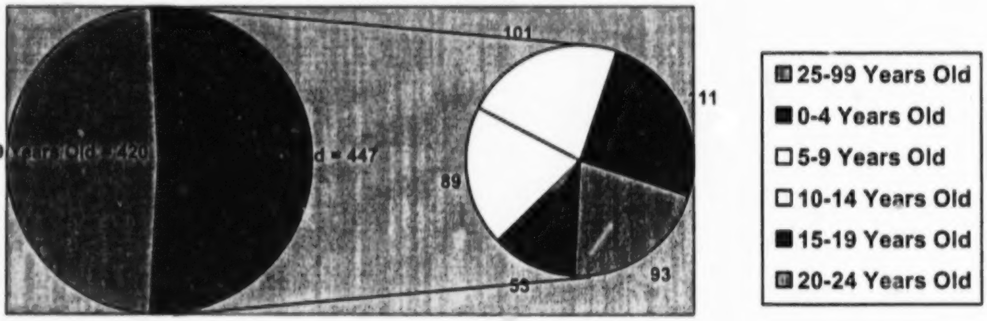
2001 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	Total
Afghanistan	8	30	40	40	26	14	63	**224**
Ethiopia	5	8	11	36	28	70	48	**210**
Yugoslavia	8	12	27	19	10	12	56	**147**
Iran	14	16	21	15	7	17	44	**138**
Sierra Leone	9	15	12	18	23	18	17	**118**
Iraq	10	18	9	5	5	0	27	**78**
Sudan	0	0	6	14	10	12	21	**69**
Congo, Democratic Republic	0	5	8	11	0	0	10	**44**
Eritrea	0	0	0	0	5	6	6	**29**
Somalia	0	0	0	5	13	0	0	**27**
Total	**58**	**107**	**135**	**166**	**129**	**157**	**332**	**1,084**

* Columns and rows may not add up to total as sums less than 5 have been rounded to 0

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2002



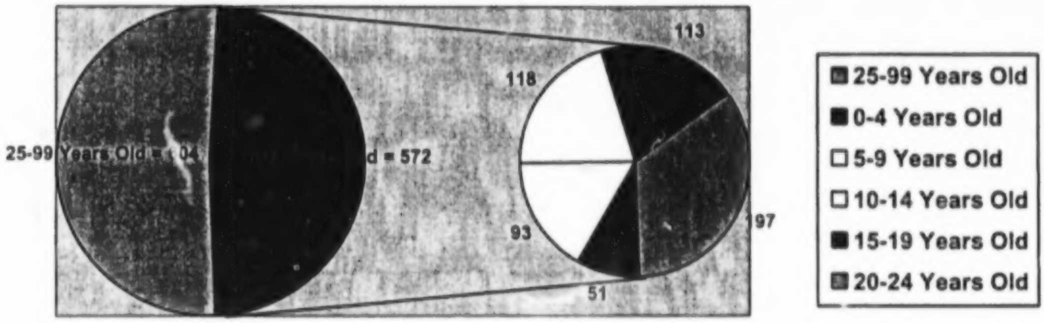
2002 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	**Total**
Ethiopia	7	9	8	20	27	54	43	**171**
Afghanistan	0	18	25	20	14	19	53	**159**
Sudan	11	12	12	13	17	21	27	**116**
Sierra Leone	6	16	9	21	12	11	25	**105**
Colombia	5	10	15	12	9	0	35	**93**
Iran	6	5	15	14	6	5	39	**93**
Iraq	0	11	13	8	0	0	22	**65**
Congo, Democratic Republic	0	0	0	0	0	5	0	**23**
Kenya	8	5	0	0	0	0	0	**23**
Eritrea	0	0	0	0	0	0	8	**19**
Total	**53**	**89**	**101**	**111**	**93**	**127**	**293**	**867**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2003



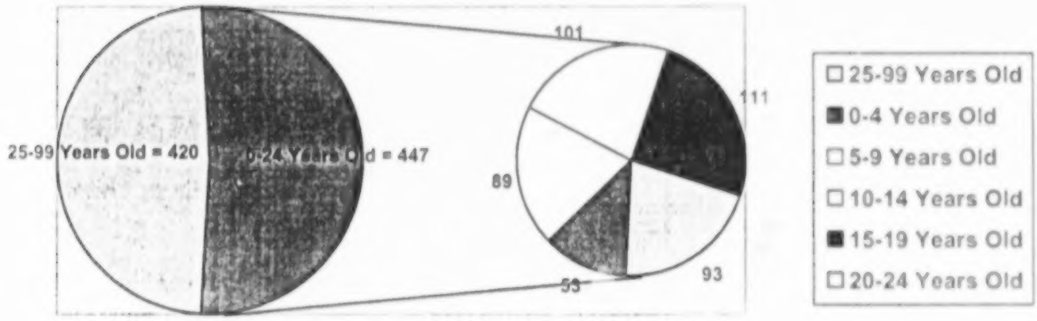
2003 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	Total
Ethiopia	5	8	10	24	82	111	141	**385**
Sudan	5	16	17	26	57	47	52	**223**
Afghanistan	0	14	37	25	11	8	38	**141**
Colombia	6	11	11	8	5	9	41	**91**
Kenya	27	25	7	0	5	0	0	**74**
Sierra Leone	0	5	18	14	10	6	13	**74**
Iran	0	7	5	6	5	8	21	**62**
Eritrea	0	0	0	0	6	8	27	**46**
Somalia	0	0	6	6	10	10	0	**44**
Iraq	0	0	0	0	0	0	0	**20**
Congo, Democratic Republic	0	0	0	0	0	0	0	**16**
Total	**51**	**93**	**118**	**113**	**197**	**212**	**392**	**1176**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2002



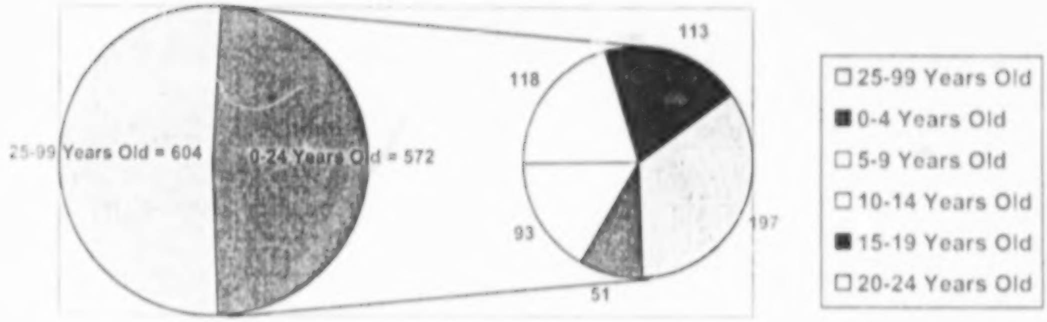
2002 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	Total
Ethiopia	7	9	8	20	27	54	43	**171**
Afghanistan	0	18	25	20	14	19	53	**159**
Sudan	11	12	12	13	17	21	27	**116**
Sierra Leone	6	16	9	21	12	11	25	**105**
Colombia	5	10	15	12	9	0	35	**93**
Iran	6	5	15	14	6	5	39	**93**
Iraq	0	11	13	8	0	0	22	**65**
Congo, Democratic Republic	0	0	0	0	0	5	0	**23**
Kenya	8	5	0	0	0	0	0	**23**
Eritrea	0	0	0	0	0	0	8	**19**
Total	**53**	**89**	**101**	**111**	**93**	**127**	**293**	**867**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Refugee Immigration By Age - 2003



2003 Immigration from Top Ten Refugee Source Countries of Birth and Age Group

	0 - 4 years old	5 - 9 years old	10 - 14 years old	15 - 19 years old	20 - 24 years old	25 - 29 years old	30 to 75 years old	Total
Ethiopia	5	8	10	24	82	111	141	**385**
Sudan	5	16	17	26	57	47	52	**223**
Afghanistan	0	14	37	25	11	8	38	**141**
Colombia	6	11	11	8	5	9	41	**91**
Kenya	27	25	7	0	5	0	0	**74**
Sierra Leone	0	5	18	14	10	6	13	**74**
Iran	0	7	5	6	5	8	21	**62**
Eritrea	0	0	0	0	6	8	27	**46**
Somalia	0	0	6	6	10	10	0	**44**
Iraq	0	0	0	0	0	0	0	**20**
Congo, Democratic Republic	0	0	0	0	0	0	0	**16**
Total	**51**	**93**	**118**	**113**	**197**	**212**	**392**	**1176**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada
Prepared by Manitoba Labour and Immigration

Immigration from Top Ten Refugee Source Countries of Birth at Age 0 to 24 years

	1994	1995	1996	1997	1998
Bosnia-Hercegovina	48	110	82	60	57
Yugoslavia	18	61	87	52	42
Iraq	22	15	8	15	32
Croatia	9	15	8		32
Afghanistan		9	6	9	27
Sudan			9	23	24
Ethiopia	24	6	17	8	13
El Salvador	5	11	9	10	11
India					9
Germany					9
Somalia	9		11	14	
Iran	0	8		10	
Libya				6	
Guatemala			17		
Liberia		6			
USA		6			
Vietnam	30				
Moldova	6				
Total top Ten Countries	**139**	**235**	**254**	**207**	**256**
Total all Countries	**274**	**285**	**313**	**266**	**329**

*** Columns and rows may not add up to total as sums less than 5 have been rounded to 0**

Source: Citizenship and Immigration Canada

Prepared by Manitoba Labour and Immigration

Appendix 3

School Survey

Adolescent and Young Adult Refugee Students with War-Affected/Disrupted Schooling Backgrounds

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS QUESTIONNAIRE.

This survey is intended to gather information regarding adolescent and young adult students in Manitoba schools who are from refugee origins. We are specifically interested in identifying the needs of students who are war-affected and have experienced disruptions in their schooling as a consequence of their experience as refugees.

Please use the following definitions as a guide as you respond to the survey.

1. Adolescent and young adult students are those from ages 10 to 20.
2. Refugee/war-affected background means that the student has been formally recognized as a refugee or is awaiting determination of this status.
3. Disrupted schooling means that the student has accumulated two or more years of absence from formal schooling.
4. ESL (English as a Second Language) means the student speaks English as a second or additional language.

Please provide your impressions, using approximate numbers where necessary. Please read the questions carefully, as some of the sections of this survey may not apply to the students in your school.

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS QUESTIONNAIRE.

General Questions

1. Does your school have students from refugee/war-affected backgrounds who arrived in Canada as adolescents or young adults (as defined above)?

No _____ If no, you may end the survey now. Please return your survey to the address noted on the back of this form.

Yes _____ If yes, please estimate how many students have come from each of the following regions.

Africa ________ Middle East ________ Europe ________
Latin/South America ________ Asia ________

2. Please estimate how many of these students are registered in the following programs:

English ______ French Immersion ______ Français ______

3. Do you have a formal process for screening and identifying these students?

Yes ___ (Please enclose any reference documents or guidelines.)
No ___

4. Overall, how would you rate the programming and supports currently available in your school in responding to the needs of these students? (Circle one.)

1	2	3	4	5
weak		adequate		strong

5. What are the biggest challenges your school is presently experiencing in meeting the needs of these students? (Please check all that apply.)

Class size ____
Classroom composition ____
Lack of available expertise ____
Diversity of cultures and languages ____
Tensions between students from nations in conflict ____
Lack of appropriate programming ____
Limited resources for specialized school supports ____
Duration of support needed ____
Intensity of support needed ____
Behavioural and/or discipline issues ____
Other (define): ________________________
____

6. From your experience, what proportion of your refugee students will follow each educational path noted?

Graduate successfully from Senior 4 _____%
Leave school for vocational training/education ______%
Leave school (drop out) _________%
Graduate with ESL/modified curriculum________%
Leave school for employment ________%
Other (define) ______________________%

Sections A, B, C, and D on the following pages relate to distinct groups of students. Please read the descriptions carefully!

A: Refugee students who:

- HAVE **war-affected** backgrounds
- HAVE experienced **disrupted schooling**, and
- HAVE **ESL** learning needs

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6 ________ Grade 7________ Grade 8 ________
Senior 1 ________ Senior 2 ________ Senior 3 ________
Senior 4 ________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Require intensive ESL programming and supports
____ Require extended ESL programming and supports
____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ______________________________

4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

____ Classroom integration without additional supports
____ Classroom integration with TA/IA/EA support
____ Classroom integration with Resource Teacher support
____ ESL specialist support
____ Specialized ESL courses
____ Alternative or specialized programming designed specifically for these students (name of program: ______________________________)
____ Literacy teacher/reading clinician support
____ Community Liaison Officer/cultural community workers or interpreters
____ Career/academic counseling
____ Socio-emotional and/or cross-cultural counseling
____ Ambassador clubs or other peer support groups
____ Before- or after-school programs designed for these students
____ Summer-school programs designed for these students
____ Community- or agency-based supports or programs offered by the division, NGOs, or government agencies (name of agency: ______________________)

Other Supports:
__________________ __________________
__________________ __________________

5. Describe your success in meeting the needs of these students.

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6. Describe what you think is still needed in terms of programming and supports.

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B: Refugee students who:

- HAVE **war-affected** backgrounds
- HAVE NOT experienced disrupted schooling, but
- HAVE **ESL** learning needs

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6 ________ Grade 7________ Grade 8 ________
Senior 1 ________ Senior 2 ________ Senior 3 ________
Senior 4 ________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Require intensive ESL programming and supports
____ Require extended ESL programming and supports
____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ______________________________

4. 4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

____ Classroom integration without additional supports
____ Classroom integration with TA/IA/EA support
____ Classroom integration with Resource Teacher support
____ ESL specialist support
____ Specialized ESL courses
____ Alternative or specialized programming designed specifically for these students (name of program: ______________________________)
____ Literacy teacher/reading clinician support
____ Community Liaison Officer/cultural community workers or interpreters
____ Career/academic counseling
____ Socio-emotional and/or cross-cultural counseling
____ Ambassador clubs or other peer support groups
____ Before- or after-school programs designed for these students
____ Summer-school programs designed for these students
____ Community- or agency-based supports or programs offered by the division, NGOs, or government agencies (name of agency: ______________________)

Other Supports:
__________________ __________________
__________________ __________________

5. Describe your success in meeting the needs of these students.

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6. Describe what you think is still needed in terms of programming and supports.

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There is additional space for your answers on the back page of this questionnaire

Appendix 3

School Survey
Adolescent and Young Adult Refugee Students with War-Affected/Disrupted Schooling Backgrounds

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS QUESTIONNAIRE.

This survey is intended to gather information regarding adolescent and young adult students in Manitoba schools who are from refugee origins. We are specifically interested in identifying the needs of students who are war-affected and have experienced disruptions in their schooling as a consequence of their experience as refugees.

Please use the following definitions as a guide as you respond to the survey.

1. Adolescent and young adult students are those from ages 10 to 20.
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4. ESL (English as a Second Language) means the student speaks English as a second or additional language.

Please provide your impressions, using approximate numbers where necessary. Please read the questions carefully, as some of the sections of this survey may not apply to the students in your school.

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS QUESTIONNAIRE.

General Questions

1. Does your school have students from refugee/war-affected backgrounds who arrived in Canada as adolescents or young adults (as defined above)?

No _____ If no, you may end the survey now. Please return your survey to the address noted on the back of this form.

Yes _____ If yes, please estimate how many students have come from each of the following regions.

Africa ________
Middle East ________
Europe ________
Latin/South America ________
Asia ________

2. Please estimate how many of these students are registered in the following programs:

English ______
French Immersion ______
Français ______

3. Do you have a formal process for screening and identifying these students?

Yes ___ (Please enclose any reference documents or guidelines.)
No ___

4. Overall, how would you rate the programming and supports currently available in your school in responding to the needs of these students? (Circle one.)

1	2	3	4	5
weak		adequate		strong

5. What are the biggest challenges your school is presently experiencing in meeting the needs of these students? (Please check all that apply.)

Class size ____
Classroom composition ____
Lack of available expertise ____
Diversity of cultures and languages ____
Tensions between students from nations in conflict ____
Lack of appropriate programming ____
Limited resources for specialized school supports ____
Duration of support needed ____
Intensity of support needed ____
Behavioural and/or discipline issues ____
Other (define): ______________________________
____

6. From your experience, what proportion of your refugee students will follow each educational path noted?

Graduate successfully from Senior 4 _____%
Leave school for vocational training/education ______%
Leave school (drop out) _________%
Graduate with ESL/modified curriculum________%
Leave school for employment _______%
Other (define) ______________________%

Sections A, B, C, and D on the following pages relate to distinct groups of students. Please read the descriptions carefully!

A: Refugee students who:

- HAVE **war-affected** backgrounds
- HAVE experienced **disrupted schooling**, and
- HAVE **ESL** learning needs

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6 ________ Grade 7________ Grade 8 ________
Senior 1 ________ Senior 2 ________ Senior 3 ________
Senior 4 ________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Require intensive ESL programming and supports
____ Require extended ESL programming and supports
____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ______________________________

4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

____ Classroom integration without additional supports
____ Classroom integration with TA/IA/EA support
____ Classroom integration with Resource Teacher support
____ ESL specialist support
____ Specialized ESL courses
____ Alternative or specialized programming designed specifically for these students (name of program ______________________________)
____ Literacy teacher/reading clinician support
____ Community Liaison Officer/cultural community workers or interpreters
____ Career/academic counseling
____ Socio-emotional and/or cross-cultural counseling
____ Ambassador clubs or other peer support groups
____ Before- or after-school programs designed for these students
____ Summer-school programs designed for these students
____ Community- or agency-based supports or programs offered by the division, NGOs, or government agencies (name of agency ____________________)

Other Supports:
____________________ ____________________
____________________ ____________________

5. Describe your success in meeting the needs of these students.

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6. Describe what you think is still needed in terms of programming and supports.

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B: Refugee students who:

- HAVE **war-affected** backgrounds
- HAVE NOT experienced disrupted schooling, but
- HAVE **ESL** learning needs

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6 ________ Grade 7________ Grade 8 ________
Senior 1 ________ Senior 2 ________ Senior 3 ________
Senior 4 ________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Require intensive ESL programming and supports
____ Require extended ESL programming and supports
____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ______________________________

4. 4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

____ Classroom integration without additional supports
____ Classroom integration with TA/IA/EA support
____ Classroom integration with Resource Teacher support
____ ESL specialist support
____ Specialized ESL courses
____ Alternative or specialized programming designed specifically for these students (name of program: ______________________________)
____ Literacy teacher/reading clinician support
____ Community Liaison Officer/cultural community workers or interpreters
____ Career/academic counseling
____ Socio-emotional and/or cross-cultural counseling
____ Ambassador clubs or other peer support groups
____ Before- or after-school programs designed for these students
____ Summer-school programs designed for these students
____ Community- or agency-based supports or programs offered by the division, NGOs, or government agencies (name of agency: ____________________)

Other Supports:
____________________ ____________________
____________________ ____________________

5. Describe your success in meeting the needs of these students.

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6. Describe what you think is still needed in terms of programming and supports.

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There is additional space for your answers on the back page of this questionnaire

C: Refugee students who:

- **HAVE war-affected backgrounds**
- **HAVE experienced disrupted schooling, but**
- **DO NOT HAVE ESL learning needs**

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6________ Grade 7________ Grade 8 ________
Senior 1 ________ Senior 2 ________ Senior 3 ________
Senior 4 ________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ________________________________

4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

____ Classroom integration without additional supports
____ Classroom integration with TA/IA/EA support
____ Classroom integration with Resource Teacher support
____ Alternative or specialized programming designed specifically for these students (name of program: ______________________________)
____ Literacy teacher/reading clinician support
____ Community Liaison Officer/cultural community workers or interpreters
____ Career/academic counseling
____ Socio-emotional and/or cross-cultural counseling
____ Ambassador clubs or other peer support groups
____ Before- or after-school programs designed for these students
____ Summer-school programs designed for these students
____ Community- or agency-based supports or programs offered by the division, NGOs, or government agencies (name of agency: ______________________)

Other Supports:

__________________ __________________
__________________ __________________

5. Describe your success in meeting the needs of these students.

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6. Describe what you think is still needed in terms of programming and supports.

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D: Refugee students who:

- **HAVE war-affected backgrounds**
- **HAVE NOT experienced disrupted schooling, and**
- **DO NOT HAVE ESL learning needs**

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6________ Grade 7________ Grade 8 ________
Senior 1 ________ Senior 2 ________ Senior 3 ________
Senior 4 ________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ________________________________

4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

____ Classroom integration without additional supports
____ Classroom integration with TA/IA/EA support
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____ Summer-school programs designed for these students
____ Community- or agency-based supports or programs offered by the division, NGOs, or government agencies (name of agency: ______________________)

Other Supports:

__________________ __________________
__________________ __________________

5. Describe your success in meeting the needs of these students.

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6. Describe what you think is still needed in terms of programming and supports.

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There is additional space for your answers on the back page of this questionnaire

We are interested in your successes, your challenges, and your thoughts on what might be required to address the needs of these learners. Please use this space to provide more detail for any of the questions you feel you were unable to adequately answer in the survey. (Please indicate which sections and questions you are commenting on.)

Thank you for taking the time to complete this survey!

Please mail your completed survey to:

Program Development Branch
Manitoba Education, Citizenship and Youth
C/O Tony Tavares
W260-1970 Ness Ave.
Winnipeg, MB R3J 0Y9
Fax: (204) 945-3042
Email: ttavares@gov.mb.ca
Telephone: (204) 945-6879

C: Refugee students who:

- HAVE **war-affected** backgrounds
- HAVE experienced **disrupted schooling**, but
- DO NOT HAVE ESL learning needs

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6________ Grade 7________ Grade 8________
Senior 1________ Senior 2________ Senior 3________
Senior 4________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
____ Have behavioural and/or discipline issues
____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ____

4. Which of the following best describes the programming and supports currently offered to students? (Check all that apply.)

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Other Supports:

________________________ ________________________
________________________ ________________________

5. Describe your success in meeting the needs of these students.

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D: Refugee students who:

- HAVE **war-affected** backgrounds
- HAVE NOT experienced disrupted schooling, and
- DO NOT HAVE ESL learning needs

1. Please estimate how many of these learners you have in each of the following grades.

Grade 6________ Grade 7________ Grade 8________
Senior 1________ Senior 2________ Senior 3________
Senior 4________

2. Which of the following best describes this population of students over the past few years?

Increased ____ Decreased ___ Stable ____

3. In your opinion, what are the greatest challenges or "needs" that these students present? (Check all that apply.)

____ Have limited school experience
____ Have difficulty adjusting to school routines and school culture
____ Lack academic preparation
____ Lack parental/family support (not living with parents)
____ Have limited literacy skills
____ Have limited numeracy skills
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____ Have socio-economic needs
____ Have socio-emotional needs
____ Other ____

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Other Supports:

________________________ ________________________
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5. Describe your success in meeting the needs of these students.

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Manitoba Education, Citizenship and Youth
Adult Learning Centre / Literacy Program Survey
Adult Students with Refugee and War-Affected / Disrupted Schooling Backgrounds

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS QUESTIONNAIRE.

This survey is intended to gather information regarding adult learners in Manitoba Adult Learning Centres and Literacy Programs who are from refugee origins. We are specifically interested in identifying the needs of learners who came to Canada as refugees between the ages of 10 and 20, and who have been affected by war and have experienced disruptions in their schooling as a consequence of their experience as refugees.

Please use the following definitions as a guide as you respond to the survey.

1. Refugee / war-affected background means that the student has been formally recognized as a refugee or is awaiting determination of this status.
2. Disrupted schooling means that the student has accumulated two or more years of absence from formal schooling.
3. ESL (English as a Second Language) means the student speaks English as a second or additional language.
4. Keep in mind that we are focusing on adult students who came to Canada as refugees between the ages of 10 and 20.

Please provide your impressions, using approximate numbers where necessary. Please read the questions carefully, as some of the sections of this survey may not apply to the students in your school.

PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE COMPLETING THIS QUESTIONNAIRE.

General Questions

1. Does your centre/program have students from refugee / war-affected backgrounds who arrived in Canada as adolescents or young adults (as defined above)?

   No ____ If no, you may end the survey now. Please return your survey to the address noted on the back of this form.

   Yes_____ If yes, please estimate how many students have come from each of the following regions.

   Africa ________ Middle East ________ Europe ________
   Latin / South America ________ Asia ________

2. Do you have a formal process for screening and identifying these students?

   Yes ___ (please enclose any reference documents or guidelines)
   No ___

3. Overall, how would you rate the programming and supports currently available in your centre/program in responding to the needs of these students? (circle one)

1 weak	2	3 adequate	4	5 strong

4. What are the biggest challenges your centre/program is presently experiencing in meeting the needs of these students? (check all that apply)

   Limited resources for specialized supports ____
   Lack of available expertise ____
   Diversity of cultures and languages ____
   Tensions between students from nations in conflict ____
   Lack of appropriate programming ____
   Duration of support needed ____
   Intensity of support needed ____
   Other (define): ________________________

5. From your experience, what proportion of your refugee students will follow each educational path noted?

   Graduate successfully with 28 high school credits _____%
   Graduate successfully with a Mature Student High School Diploma _____%
   Leave centre/program for vocational training/education ______% Leave centre/program for employment ________%
   Leave centre/program (drop out) __________% Other (define) ______________________________%

Sections A, B, C, and D on the following pages each relate to distinct groups of students.
Please read the descriptions carefully.
Complete only those sections that describe students in your centre/program.

For sections A, B, C, & D, complete only those sections that describe students in your program.

A: Refugee students who:
- ***HAVE war-affected*** **backgrounds**, **HAVE** *experienced disrupted schooling*, and ***HAVE ESL*** **learning needs**

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school and ESL experiences.*

	Age at Arrival		
	10 – 15	16 – 20	21 and over
Total			
Canadian School Experiences			
Number who did not attend school in Canada			
Number who attended school for 1 – 2 years			
Number who attended school for 3 or more years			
Number who completed high school graduation requirements			
Experience with ESL Programs			
Did not attend an Adult/Community ESL program			
Attended an Adult/Community ESL program for 1 – 2 years			
Attended an Adult/Community ESL program for 3 or more years			

2. Please estimate how many of these learners you currently have in each of the following grade levels.
Less than Senior 1________ Senior 1 ________ Senior 2 ________ Senior 3 ________ Senior 4 ________

3. Which of the following best describes this population of students over the past few years?
Increased ____ Decreased ____ Stable ____

4. In your opinion, what are the greatest challenges or "needs" that these students present? (check all that apply)
____ Require intensive ESL programming and supports
____ Have difficulty adjusting to program routines
____ Limited numeracy skills
____ Socio-emotional needs
____ Require extended ESL programming and supports
____ Lack of academic preparation
____ Behavioural and/or discipline issues
____ Other ______________________________
____ Have limited school experiences
____ Limited literacy skills
____ Socio-economic needs

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
____ No specialized programming or accommodations ____ Specialized programming (please describe on back page)

6. On the back page of this questionnaire, please describe your successes in meeting the needs of these students.

7. On the back page of this questionnaire, please describe what you think is still needed in terms of programming and

B: Refugee students who:
- ***HAVE war-affected*** **backgrounds**, ***HAVE NOT*** *experienced disrupted schooling*, but ***HAVE ESL*** **learning needs**

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school and ESL experiences.*

	Age at Arrival		
	10 – 15	16 – 20	21 and over
Total			
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____ Limited numeracy skills
____ Socio-emotional needs
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____ Other ______________________________
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____ Socio-economic needs

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
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6. On the back page of this questionnaire, please describe your successes in meeting the needs of these students.

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   Yes_____ If yes, please estimate how many students have come from each of the following regions.

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   Latin / South America ________ Asia ________

2. Do you have a formal process for screening and identifying these students?

   Yes ___ (please enclose any reference documents or guidelines)

   No ___

3. Overall, how would you rate the programming and supports currently available in your centre/program in responding to the needs of these students? (circle one)

   1 weak — 2 — 3 adequate — 4 — 5 strong

4. What are the biggest challenges your centre/program is presently experiencing in meeting the needs of these students? (check all that apply)

   Limited resources for specialized supports ____

   Lack of available expertise ____

   Diversity of cultures and languages ____

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   Lack of appropriate programming ____

   Duration of support needed ____

   Intensity of support needed ____

   Other (define): __________________________

5. From your experience, what proportion of your refugee students will follow each educational path noted?

   Graduate successfully with 28 high school credits _____%

   Graduate successfully with a Mature Student High School Diploma _____%

   Leave centre/program for vocational training/education ______% Leave centre/program for employment ________%

   Leave centre/program (drop out) __________% Other (define) ________________________________%

Sections A, B, C, and D on the following pages each relate to distinct groups of students.
Please read the descriptions carefully.
Complete only those sections that describe students in your centre/program.

For sections A, B, C, & D, complete only those sections that describe students in your program.

A: Refugee students who:
- ***HAVE war-affected* backgrounds, HAVE** *experienced disrupted schooling*, and **HAVE ESL learning needs.**

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school and ESL experiences.*

	Age at Arrival		
	10 – 15	16 – 20	21 and over
Total			
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Number who did not attend school in Canada			
Number who attended school for 1 – 2 years			
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Number who completed high school graduation requirements			
Experience with ESL Programs			
Did not attend an Adult/Community ESL program			
Attended an Adult/Community ESL program for 1 – 2 years			
Attended an Adult/Community ESL program for 3 or more years			

2. Please estimate how many of these learners you currently have in each of the following grade levels.
Less than Senior 1 ______ Senior 1 ______ Senior 2 ______ Senior 3 ______ Senior 4 ______

3. Which of the following best describes this population of students over the past few years?
Increased ____ Decreased ____ Stable ____

4. In your opinion, what are the greatest challenges or "needs" that these students present? (check all that apply)
____ Require intensive ESL programming and supports
____ Have difficulty adjusting to program routines
____ Limited numeracy skills
____ Socio-emotional needs
____ Require extended ESL programming and supports
____ Lack of academic preparation
____ Behavioural and/or discipline issues
____ Other ______________________________
____ Have limited school experiences
____ Limited literacy skills
____ Socio-economic needs

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
____ No specialized programming or accommodations ____ Specialized programming (please describe on back page)

6. On the back page of this questionnaire, please describe your successes in meeting the needs of these students.

7. On the back page of this questionnaire, please describe what you think is still needed in terms of programming and

B: Refugee students who:
- ***HAVE war-affected* backgrounds**, *HAVE NOT experienced disrupted schooling*, but ***HAVE ESL* learning needs.**

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school and ESL experiences.*

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Total			
Canadian School Experiences			
Number who did not attend school in Canada			
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4. In your opinion, what are the greatest challenges or "needs" that these students present? (check all that apply)
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____ Have difficulty adjusting to program routines
____ Limited numeracy skills
____ Socio-emotional needs
____ Require extended ESL programming and supports
____ Lack of academic preparation
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____ Other ______________________________
____ Have limited school experiences
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5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
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There is additional space for your answers on the back page of this questionnaire

For sections A, B, C, & D, complete only those sections that describe students in your program.

C: Refugee students who:
- ***HAVE** **war-affected*** **backgrounds, *HAVE experienced disrupted schooling*, but *DO NOT HAVE ESL* learning needs.**

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school experiences.*

	Age at Arrival		
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____ Behavioural and/or discipline issues
____ Socio-economic needs
____ Socio-emotional needs
____ Other ____

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
____ No specialized programming or accommodations ____ Specialized programming (please describe on back page)

6. Please describe your successes in meeting the needs of these students.
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7. Describe what you think is still needed in terms of programming and supports.
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D: Refugee students who:
- ***HAVE** **war-affected*** **backgrounds, *HAVE NOT experienced disrupted schooling*, and *DO NOT HAVE ESL* learning needs.**

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school experiences.*

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____ Socio-emotional needs
____ Other ____

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
____ No specialized programming or accommodations ____ Specialized programming (please describe on back page)

6. Please describe your successes in meeting the needs of these students.
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7. Describe what you think is still needed in terms of programming and supports.

There is additional space for your answers on the back page of this questionnaire

*We are interested in your successes and what you think is still needed to address the needs of these learners. Please indicate the student group on which you are commenting (i.e., sections **A**, **B**, **C**, or **D**).*

Name: ______________________ Phone number: ______________________

Email: ______________________________

Thank you for taking the time to complete this survey!

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For sections A, B, C, & D, complete only those sections that describe students in your program.

C: Refugee students who:
- ***HAVE*** ***war-affected*** **backgrounds,** ***HAVE experienced*** ***disrupted schooling***, but ***DO NOT HAVE ESL*** learning needs.

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school experiences.*

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____ Limited numeracy skills
____ Socio-emotional needs
____ Require extended ESL programming and supports
____ Lack of academic preparation
____ Behavioural and/or discipline issues
____ Other ____
____ Have limited school experiences
____ Limited literacy skills
____ Socio-economic needs

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
____ No specialized programming or accommodations ____ Specialized programming (please describe on back page)

6. Please describe your successes in meeting the needs of these students.
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7. Describe what you think is still needed in terms of programming and supports.
____
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D: Refugee students who;
- ***HAVE*** ***war-affected*** **backgrounds,** ***HAVE NOT experienced disrupted schooling***, and ***DO NOT HAVE ESL*** learning needs.

1. *Using the following table, please estimate the number of refugee students currently in your program who initially arrived in Canada at the ages noted and their previous Canadian school experiences.*

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	10 – 15	16 – 20	21 and over
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____ Other ____
____ Have limited school experiences
____ Limited literacy skills
____ Socio-economic needs

5. Which of the following best describes the programming and supports your centre/program currently offers to these students?
____ No specialized programming or accommodations ____ Specialized programming (please describe on back page)

6. Please describe your successes in meeting the needs of these students.
____
____
____

7. Describe what you think is still needed in terms of programming and supports.

There is additional space for your answers on the back page of this questionnaire

*We are interested in your successes and what you think is still needed to address the needs of these learners. Please indicate the student group on which you are commenting (i.e., sections **A, B, C, or D**).*

Name: ______________________ Phone number: ______________________

Email: ______________________________

Thank you for taking the time to complete this survey!

Please mail your completed survey to:

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